FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EXCELSIOR LANGUAGE ACADEMY OF HIALEAH

District Name: Dade

Principal: Ms. Brenda Cruz/Claudia Trilles

SAC Chair: Ms. Krystal Alegret

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Brenda Cruz	Degree(s): Bachelors in Special Education and Elementary Education K-6, Masters in Varying Exceptionality, Certifications: Educational Leadership K-12 Special Education	2	10	'12 '11 '10 '09 '08 School Grade B A A A C High Standards Rdg 50% 55% 48% 48% 40% High Standards Math 52% 84% 79% 81% 69% Lrng Gains-Rdg. 58% 61% 58% 62% 49% Lrng Gains-Math 80% 84% 80% 84% 77% Gains-Rdg-25% 70% 55% 61% 59% 48% Gains-Math-25% 74% 81% 73% 79% 77%

| Assis Principal | Elizabeth Poveda | Degree(s): Bachelors in Science in Elementary Education (K-6) with ESOL Endorsement; Masters of Science in Educational Leadership | 2 | 1 | '12 '11 '10 '09 '08 School Grade B A A B A High Standards Rdg 50% 91% 85% 86% 82% High Standards Math 52% 88% 87% 86% 79% Lrng Gains-Rdg. 58% 78% 75% 80% 76% Lrng Gains-Math 80% 62% 67% 63% 74% Gains-Rdg-25% 70% 75% 78% 76% 71% Gains-Math-25% 74% 66% 80% 49% 78% |

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)
N/A	N/A	N/A			N/A

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. Partnering new teachers with experienced teachers. 2. Meeting with new teachers with principal, lead teachers and grade level chairs 3. Job Fairs 4. Referrals from current employees	Assistant Principal and Lead Teacher Principal, Assistant Principal and Lead Teacher Assistant Principal and Lead Teacher Principal	June 2013 June 2013 May 2013 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
3 Teachers are out-of-field on waivers 0 Teachers received a less than effective rating	Teachers that are teaching out-of-field have been given a waiver and are completing course work and/or certification requirements in order to be highly qualified educators.

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
36	19.4%(7)	52.8%(19)	27.8%(10)	0.0%(0)	27.8%(10)	91.7%(33)	5.6%(2)	0.0%(0)	55.6%(20)

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
Joanna Porro Liany Galdona	Kindergarten and First Grade Teachers	Ms. Porro and Ms. Galdona are paired with the Kindergarten and First Grade teachers because they have extensive knowledge in the core subject areas. Their students show significant gains in their FAIR Assessment scores.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Vanessa Goolsby	Second Grade Teachers	Ms. Goolsby is paired with the Second Grade teachers because her students have shown improvement by scoring at high performance levels on the SAT's in the areas of Reading and Mathematics.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Danielle Corrales	Third Grade Teachers	Ms. Corrales is paired with the Third Grade teachers because she has extensive knowledge in the core subject areas. Her students show improvement by scoring at high performance levels on the FCAT, FAIR and Interim Assessments.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Madeline Piedra	Fourth Grade Teachers	Ms. Piedra is paired with the Fourth Grade teachers because her students have made significant learning gains in the areas of Reading, Writing and Mathematics	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

		state and district assessments.	
Melissa Sabatier	Fifth Grade Teachers	Ms. Sabatier is paired with the Fifth Grade teachers because she has shown great knowledge in the areas of Science and Mathematics. She is also the school's Math and Science liaison. In addition, she incorporates weekly scientific investigations and integrates it within the core curriculum program.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school tutoring programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Administrative team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I and Board meetings, Newsletters for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English and Spanish will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. There are no Migrant students at Excelsior Language Academy of Hialeah.

Title I, Part D

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-8)
• parent outreach activities (K-8) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-8)
• reading and supplementary instructional materials(K-8)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-8)

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will used to expand the summer program to all Level 2 students.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statue, is taught through physical education. The School Food Service Program, school breakfast and school lunch follows the Healthy Food and Beverage Guidelines as adopted in the Districts' Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career and Technical Education

The school offers a Career Choices Class and a Computer Class that focus on technology and career goals for the future. The courses implements computer training and college research for the students.

Job Training

N/A

Other

Other
Title I Statement for 2012-2013
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.Increase parental engagement/involvement through developing (with on-going parental input) ourschool's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts ourgoal to empower parents and build their capacity for involvement.Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Lead Teachers: Develop, lead, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Select General Education Teachers: Grade Level Chairpersons provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Technology Specialist:Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Exceptional Student Education (ESE) Teacher: the SPED coordinator for Excelsior Language Academy participates in student

data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: special education personnel, advisory group members, and community stakeholders.

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instructionand the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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 functions of the MTSS/RtI team are the following: evaluate the progress of the school's goals by monitoring academic data, provide and assess instruction, provide feedback on instructional intervention, administer enrichment opportunities, arrange teacher requested workshop.The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response toIntervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichmentopportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold weekly and monthly team meetings.Utilize the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM

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

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

7. Provide clear indicators of student need and student progress, assisting inexamining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within theexpectations for adequate yearly progress.

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/RtI Team will assure the successful implementation of the Goals set in the SIP by: analyzing and gathering data to monitor and adjust the school's academic success, assess delivery of instruction, support intervention programs geared towards student's individual needs. The MTSS/RtI team will monitor the fidelity of the delivery of instruction and intervention. The Leadership Team will provide levels of support and interventions to students based on data and consider data at the end of the year for Tier 1 problem solving.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

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

Describe the plan to train staff on MTSS.

Professional development and support will include training for all of the MTSS/RtI Leadership team in the MTSS/RtI problem solving and data analysis process and provide support for school staff to understand basic MTSS/RtI principles and procedures. In addition, the MTSS/RTI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. Furthermore, teachers will be provided with added professional development to correspond with the subject area being taught.

Describe the plan to support MTSS.

The MTSS/RtI Leadership team will support staff by ensuring that each teacher complete the Introduction to Problem Solving and Response to Intervention Course in order to indicate in depth knowledge of the Multi-Tiered Problem Solving Process. Ongoing support will include the MTSS/RtI Leadership Team to meet with teachers on a monthly basis to review Tiers and student progress as well as performance data.

Literacy Leadership Team (LLT)

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

The Literacy Leadership Team (LLT) consists of Brenda Cruz, Principal, Elizabeth Poveda, Assistant Principal, and Patricia Tellechea, Lead Teacher.

The Literacy Leadership Team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

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

The purpose of the LLT is to generate instructional tools and interventions to gain reading knowledge within the school. In order to increase student's knowledge in this area the main focus is to build literacy skills in all content areas throughout the school.

Grade Level/Department Chairs: Provides guidance on elementary and middle grade reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.
Principal: Brenda Cruz will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by offering professional growth opportunities for team members, create a collaborative environment that fosters sharing and learning of ideas, developing a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement.
Assistant Principal and Lead Teacher: Elizabeth Poveda and Patricia Tellechea identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

The Literacy Leadership Team will meet on a monthly basis to discuss the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

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

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

All students entering Excelsior Language Academy of Hialeah's kindergarten program will be evaluated several ways. Students will be administered an OLPS to determine ESOL placement. Florida Kindergarten Readiness Screener (FLKRS) will be utilized to assess the readiness of each child for kindergarten. It will be administered during the first 30 school days of each school year. Early Childhood Observation System (ECHOS) is designed to guide effective instruction and appropriate intervention to prepare a child to succeed in school. ECHOS is a whole child-oriented measure based on national standards for seven domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts. In addition, the Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELL) in mastering the skills in English they will need to succeed in school. Furthermore, incoming Kindergarten students will be assessed in the areas of social/emotional development. A questionnaire will be sent home to parents to complete by the third week of school. The questionnaire result will provide useful information regarding student's need for instruction/intervention regarding behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be gathered and aggregated prior to September 9th, 2012. Data will be utilized to plan daily academic and social/emotion instruction for groups of students or individual students who may need intervention beyond core instructions. Social instruction will be modeled throughout the day by the instructor. Moreover, the teacher will spend 20 minutes per day educating students on the fundamentals of social norms.

The instructional intervention program will be assessed by administering a screening tool in mid year and during the last semester of the school year. Data from the assessment will be used to determine positive and negative factors in the program.

*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.

Grade 6-8 content area teachers will be provided with workshops on how to incorporate reading strategies into the content area instruction. Trainings will include CRISS strategies. The administrative team, including the Lead Teachers and Department Heads, will ensure that lessons are being conducted properly through the evidence of lesson plans and walk-throughs/observations.

*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?

N/A

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?

Grades 6-8: The Guidance Counselor will inform the students of their academic course selections together with future career planning options that will allow students to choose their course of study.

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

N/A

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 2010-2011 FCAT Reading Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 proficiency by 3 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 29%(126 students) achieved proficiency,	In 2012, school will increase number of students performing at proficiency to 32%(139).

Problem-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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text/Research Process.	1a.1. Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps students build stronger arguments to support their answers. In addition, students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Useful instructional strategies include: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encourage students to read from a wide variety of texts.	1a.1. The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the identified strategies that students lacked.	1a.1. Results of the bi-weekly assessments and data reports will be reviewed to ensure progress is being made by students in order to make adjustments to instruction as needed.	1a.1. Formative: Bi-weekly Benchmark Assessments F.A.I.R. Assessments Baseline Assessments Interim Assessments FCAT Test Maker Reading Plus FCAT Explorer Classroom Walkthroughs Summative: 2013 Reading 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:	N/A	

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 Test indicate that 23% (98) of students achieved levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 & 5 proficiency by 3 percentage points to 26% (110)

2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(98)	26% (110)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4-Informational Text/Research Process.	2a.1. Using real-world documents such as how-to articles, brochures, fliers and websites use text features to locate, interpret and organize information for Reference and Research.	2a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	2a.1. Results of the bi-weekly assessment data reports will be reviewed by teachers and administration to ensure progress is being made by students in order to make adjustments as needed. Teachers will provide the students with enrichment activities and reinforce mastered benchmarks through tutorials.	2a.1. Formative: Bi-weekly Benchmark Assessments F.A.I.R. Assessments Baseline Assessments Interim Assessments FCAT Test Maker Reading Plus FCAT Explorer Classroom Walkthroughs Summative: 2013 Reading 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:	N/A

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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 Test indicate that 58% (187) made leaning gains. Our goal for the 2012-2013 school year is to increase by 10 percentage points to 68% (219)
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(187)	68% (219)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains decreased as compared to the 2011 FCAT Reading Test. Reporting Category 4-Informational Text/Research Process is where students struggled to make learning gains.	3a.1. Utilizing non-fiction articles and editorials for instruction, two-column notes to list conclusions and supporting evidence to teach and develop a rotation schedule for the computer lab in order to optimize the use of computers to increase the implementation of; Reading Plus and FCAT Explorer.	3a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	3a.1. Results of the bi-weekly assessment data reports will be reviewed by teachers and administration to ensure progress is being made by students in order to make adjustments as needed. Teachers will provide the students follow-up activities dependent on data gathered from bi-weekly benchmark assessments.	3a.1. Formative: F.A.I.R. Assessments Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 Reading 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-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	N/A	N/A	N/A	N/A	N/A

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 Test indicate that 70% (58) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 75% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (58)	75% (62)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students in the lowest 25% making learning gains decreased as compared to the 2011 FCAT Reading Test. Reporting Category 2- Reading Application is where students struggled to make gains. The decrease indicated that students not showing growth should continue to receive remediation and intervention within a structured tutoring program.	4a.1. After school tutoring will be implemented to as a structured tutoring tool implemented with fidelity. Our after-school tutoring program will include supplemental materials such as FL Ready Reading that target specific strategies and concepts that students lacked. Weekly raffle incentives will motivate students to attend tutoring. After-school and in-house tutoring programs with a focus on : analyzing a variety of text structures such as comparison/contrast, cause/effect, chronological order, argument/support and text features (main headings with subheadings) and explain their impact meaning in text	4a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	4a.1. Assistant Principal and Lead Teacher will review data reports and after-school tutoring attendance rosters to ensure progress is being made and adjust interventions as needed.	4a.1. Formative: F.A.I.R. Assessments Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 Reading 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	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading test indicate that 50% (209) of Hispanic students in ethnicity subgroups met proficiency. Our goal is to increase proficiency to 63% (263) in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 50% (209) Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: 63% (263) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Hispanic subgroup did not make satisfactory learning gains in the Reporting Category of Reading Application. These students will be provided with at least 30 minutes of daily intervention programs.	5B.1. Provide adequate intervention services using Voyager daily for 30 minutes for all Level 1-2 students; and Reading Plus 30 minutes 3 times per week. Monitor progress consistently throughout the 2012-2013 school year by utilizing data from Voyager, Reading Plus and the Baseline and Interim results.	5B.1. Leadership Team MTSS/RtI Team Grade-Level Chair	5B.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and effectiveness of the program delivery using results from Reading Plus and Voyager Passport to determine student growth.	5B.1. Formative: Voyager Passport Reading Plus F.A.I.R. Assessments Baseline Assessments Interim Assessments Classroom Walkthroughs Summative: 2013 Reading 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:	Reading Goal #5C: The results of the 2012 FCAT 2.0 Reading Test indicate that 31% (36) of students in the ELL subgroup met satisfactory progress. Our goal is to increase student proficiency to 47% (54) and decrease the percentage of ELL students not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (36)	47% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the ELL students did not make satisfactory learning gains in the Reporting Category of Reading Application.	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events by: Brainstorming Activating Prior Knowledge and Summarizing	Leadership Team MTSS/RtI Team ESOL Liaison	Teacher and ESOL Liaison will collaborate regarding student's progress and make adjustments where necessary. Teachers will include ESOL Strategies in Lesson Plans and ESOL Levels in the grade book. The Leadership Team will provide Professional Development for teachers in order to monitor ELL student's progress through differentiated instruction activities.	Formative: F.A.I.R. Assessments Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 Reading 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	Reading Goal #5E: The results of the 2012 FCAT 2.0 Reading Test indicate that 49% (192) of the Economically Disadvantaged students made satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (192)	60% (235)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test	5E.1. Utilize grade-level appropriate texts that include identifiable author's purpose for	5E.1. Administration	5E.1. Data will be gathered by administration and teachers for Baseline and Interim Assessments.	5E.1. Formative: F.A.I.R. Assessments Baseline

| 1 | was Reporting Category 2, Reading Application. Students lack the skill to identify text structure and explain how it impacts meaning in text. | writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. Students will be able to identify a correct summary statement. Students should focus on what the author thinks and feels. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. | | Administrative Team and teachers will meet to discuss and determine student growth.

Administration will monitor bi-weekly classroom benchmark assessments focusing on students' knowledge of Reading Application. | Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 Reading 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
Common Core State Standards Summer Institutes	K-8 Reading	FLDOE	K-8 Reading Teachers Administration	June 2012-July 2012	Observations, classroom walkthroughs, Monitor and review test results	Administrative Leadership Team
Differentiated Instruction in the Reading Classroom	K-8 Reading	Reading Liaison/ ELL Liaison	K-8 Reading Teachers	August 16, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
FCAT 2.0 Item Specs	K-8 Reading	NAEP	K-8 Reading Teachers	September 17, 2012 October 2012-January 2013	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
Reading Plus	K-8 Reading	Reading Liaison	K-8 Reading Teachers	August 16-17, 2012 January 2013	Observations, classroom walkthroughs, Monitor and review student sessions	MTSS/RtI Leadership Team and Administrative Leadership Team
Voyager Training	K-8 Reading	Reading Liaison	K-8 Teachers	August 17, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team

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Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance Reporting Category 2- Reading Application teachers will incorporate reading strategies that assist students to: Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. Students will be able to identify a correct summary statement. Students should focus on what the author thinks and feels. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. In addition, in order to increase student performance on Reporting Category 4- Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Use supporting facts within and across texts.	Voyager Kits	Title I	$3,000.00
			Subtotal: $3,000.00

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Tutoring will be provided for students who performed at a Level 1-2 on the FCAT Reading 2.0 test. Tutoring will be provided Monday/Wednesday for one hour each day beginning in December. In addition, enrichment classes will be offered on Saturdays from 9:00-12:00 pm for all students who scored a 3-5 on the FCAT Reading 2.0.	CARS/STARS Reading Program Florida Ready Reading Series FCAT Reading Coach	Title I	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $13,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA Test indicate that 35% (77) of the students tested scored a level of proficiency in the Listening/Speaking portion of the test. Our goal is to increase student proficiency in Listening/Speaking during the 2012-2013 school year.

2012 Current Percent of Students Proficient in listening/speaking:

35% (77)

	Problem-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. According to the results of the 2012 CELLA Test, students lack Listening/Speaking Skills such as the ability to paraphrase what they have read, as well as putting vocabulary words and concepts into their own words without leaving out essential information.	1.1. Teachers will provide Listening and Speaking Strategies for ELL subgroups in order to provide ongoing support. The following Listening Strategies will be utilized for ELL Subgroups: Modeling, Teacher Led Groups, Using illustrations/diagrams, using simple and direct language and using substitution, expansion, paraphrase and repetition. The following Speaking Strategies will be utilized for ELL Subgroups: Brainstorming, Cooperative Learning, Repetition, Role Play, Teacher-Led groups, Teacher-Student Modeling and Think Alouds.	1.1. Leadership Team MTSS/RtI Team ESOL Liaison	1.1. ESOL Liaison along with Administration will monitor ELL subgroups frequently in order to provide ongoing intervention services. ESOL Liaison will ensure that teachers have the appropriate ESOL Strategies to include in Lesson Plans and ESOL Levels in the gradebook. Administration will ensure to provide Professional Development to monitor ELL student's progress through differentiated instruction activities.	1.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 27% (61) of the students tested scored a level of proficiency in the Reading portion of the test. Our goal is to increase student proficiency in Reading during the 2012-2013 school year.

2012 Current Percent of Students Proficient in reading:

27% (61)

	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. As noted on the 2012 CELLA Test the lowest category of performance was in Reading. Students lack the Reading Comprehension skills needed to perform at grade level due to their language barrier.	2.1. Teachers will provide Listening and Speaking Strategies in order to increase Reading Comprehension for students in ELL. The teacher will focus on Using Simple, Direct Language within the Listening Strategy by: restating complex sentences as a sequence of simple sentences; explaining the use of idiomatic expressions; restate at a slower rate when needed and pause often to allow students to process what they hear. The teacher will focus on Think Aloud within the Speaking Strategy by slowing down the reading process and letting students get a good look at how skilled readers construct meaning from a text.	2.1. Leadership Team MTSS/RtI Team ESOL Liaison	2.1. ELL students' progress will be monitored frequently through bi-weekly benchmark assessments. Teacher and ESOL Liaison will collaborate regarding student's progress and make adjustments where necessary. ESOL Liaison will monitor teachers' use of ELL Strategies/ Accommodations.	2.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 CELLA 2013 Reading 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 Test indicate that 31% (70) of the students tested scored a level of proficiency in the Writing portion of the test. Our goal is to increase student proficiency in Writing during the 2012-2013 school year.
2012 Current Percent of Students Proficient in writing:	
31% (70).	

Problem-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. As noted on the 2012 CELLA Test students lack Writing Skills such as focus, organization, support and conventions needed to perform at grade level due to their language barrier.	3.1. Teachers will formulate a writing plan which includes a Writer's Notebook centered on prewriting, drafting, revising, editing, and publishing. In addition, the teacher will model effective writing using mentor text, rubrics, anchor papers and incorporate writing	3.1. Leadership Team MTSS/RtI Team ESOL Liaison	3.1. Using the FCIM, we will analyze and adjust writing instruction to focus on student's knowledge of writing skills to ensure progress is being made. MTSS team will meet monthly with the teachers to review bi-weekly assessment data reports and monthly	3.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs Summative: 2013 CELLA 2013 Reading FCAT 2.0

		conferences with students.		writing prompts.	

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In-depth writing instruction including model study, writing traits, writing strategies, and applications connected to the units in the Reading and Language Book Extensive practice for reading and language instruction Readings with audio support help students build fluency Interactive software designed for striving readers and English language learners to build their reading power. Students develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary using the software's structured supports.	Inside Textbooks	Title III	$5,379.63
			Subtotal: $5,379.63
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,379.63

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 2.0Mathematics Test indicate that 30% (127) of students achieved level 3proficiency. Our goal for the 2012-2013 school year is to increase by 31% (131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (127)	31% (131)

Problem-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	1a.1. The area of deficiencies as noted on the 2012 FCAT 2.0 Mathematics Test was Measurement. This deficiency is due the lack of knowledge in contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.	1a.1. Students will develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and analyze shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	1a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	1a.1. Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly benchmark assessments. In addition, meetings will be held to obtain teacher feedback on effectiveness of manipulative usage with students and provide sufficient training/help in order to meet the expectations. Teacher's will monitor student performance on GIZMO lesson usage, by printing reports and conducting data chats with students. Data logs will be monitored by Leadership Team.	1a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Think Central Classroom Walkthroughs Summative: 2013 MathematicsFCAT 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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 2.0Mathematics Test indicate that 19% (81) of students achieved levels 4-5 proficiency. Our goal for the 2012-2013 school year is to increase by 1 percentage point to 20% (85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (80)	20% (85)

Problem-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	2a.1. Students lack the geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	2a.1. Following the Florida Continuous Improvement Model (FCIM) teachers will provide hands-on enrichment activities and technology in order to enable students to describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area. Teachers will engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. Saturday Enrichment Classes will be offered to students scoring a level 4-5 on the mathematics portion of the FCAT 2.0 to focus on higher order thinking questioning skills	2a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	2a.1. Bi-weekly reviews will be conducted by teachers to review ongoing assessments that target application of the skills being taught. Administrators will meet with grade level and department chairs monthly to discuss data and modify instruction where needed. Teachers will monitor student progress on GIZMO lesson usage, by printing reports and conducting data chats with students.	2a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Think Central Classroom Walkthroughs Summative: 2013 MathematicsFCAT 2.0

		to maintain or increase student performance.			

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:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 80% (258) of students made learning gains. Our goal for the 2012-2013 school year is to provide interventions and remediation opportunities in order to increase the percentage of students making learning gains to 85% (274)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
80% (258)	85% (274)

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<tr><td>1</td><td>3a.1.
As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percent of students making learning gains was significant. However, there is still a gap in Reporting Category 3-Geometry and Measurement.</td><td>3a.1.
Teachers will utilize manipulatives daily as well as technology programs such as GIZMOS, at least 2 times per week in the computer lab, to provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include</td><td>3a.1.
Leadership Team MTSS/RtI Team Grade-Level Chair</td><td>3a.1.
Bi-weekly reviews will be conducted by teachers to review ongoing assessments that target application of the skills being taught. Administrators will meet with grade level and department chairs monthly to discuss data and modify instruction where needed.

Teachers will monitor student progress on GIZMO lesson usage, by printing reports and</td><td>3a.1.
Formative:
Baseline Assessments
Interim Assessments
FCAT Test Maker
GIZMOS
Think Central Intervention Assessments
Classroom Walkthroughs
Summative:
2013 Mathematics FCAT</td></tr>
</table>

		the selection of appropriate units, strategies, and tools to solve problems involving these measures.		conducting data chats with students.	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
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<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 74% (61) of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate tutoring in order to increase the percentage of students making learning gains in the lowest 25% by 5 percentage points to 79% (66).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (61)	79% (66)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>4a.1.
As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the number of students in the lowest 25% making learning gains was significant.

The students in need of remediation and intervention, specifically in geometry and measurement, will receive intensive tutoring and ample time to use</td><td>4a.1.
Teachers will utilize manipulatives daily as well as technology programs such as Reflex Math and GIZMOS, at least 2 times per week in the computer lab, to provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these</td><td>4a.1.
Leadership Team MTSS/RtI Team Grade-Level Chair</td><td>4a.1.
Teachers will review data reports that focus on bi-weekly benchmark assessment. Data will be utilized to modify instruction and differentiated instruction groups.

Administration will maintain reports of weekly after-school tutoring activities and pre/post test assessments to ensure progress is being made</td><td>4a.1.
Formative:
Baseline Assessments
Interim Assessments
FCAT Test Maker
GIZMOS
Classroom Walkthroughs
Summative:
2013 Mathematics FCAT 2.0</td></tr>
</table>

| technology based interventions. | activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. | | and adjust interventions as needed.

Attendance rosters will be turned in daily to verify that students are attending tutoring on a daily basis. | |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #

Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 21% (7) of Students with Disabilities met satisfactory progress. Our goal is to increase student proficiency to 33% (11) and decrease the percentage of SWD not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (7)	33% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test was Reporting Category 3-Geometry and Measurement. Students lack the ability to describe, analyze, compare, classify and build/draw and analyze models to develop measurement concepts and skills such as properties of two-and three-dimensional shapes/objects.	5D.1. Teachers will grade level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	5D.1. MTSS/RtI Team, Administration ESE Liaison	5D.1. MTSS/RtI team will work with classroom teachers to ensure that appropriate ESE strategies are being utilized to raise achievement in this subgroup. Monitor teachers' use of ESE Strategies and Accommodations. Monitor Teacher/ESE Liaison collaboration regarding student's progress.	5D.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Classroom Walkthroughs Summative: 2013 Mathematics 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 mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

		Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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 2.0Mathematics Test indicate that 30% (127) of students achieved level 3proficiency. Our goal for the 2012-2013 school year is to increase by 31% (131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (127)	31% (131)

Problem-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	1a.1. The area of deficiencies as noted on the 2012 FCAT 2.0 Mathematics Test was Geometry Measurement. Students lack the ability to solve simple problems involving rates and derived measurements for such attributes as velocity and density.	1a.1. Teachers will deliver instruction to the variety of learning styles by: Providing visual stimulus to develop students' spatial sense; opportunities to investigate geometric properties; differentiate instruction for students; investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportion. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	1a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	1a.1. Leadership Team will ensure that Department Chair/Grade Level's meet weekly to review and analyze data gathered from bi-weekly assessments. In addition, monthly meetings will be held with Leadership Team to obtain teacher feedback on effectiveness of manipulative usage during classroom instruction in accordance to student growth reports. Teachers will monitor student performance on GIZMO lessons by printing reports and conducting data chats with the students. Data logs will be monitored by Leadership Team.	1a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Think Central Classroom Walkthroughs Summative: 2013 Mathematics 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:	N/A

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	N/A		N/A		
	Problem-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	N/A	N/A	N/A	N/A	N/A

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 2.0Mathematics Test indicate that 19% (80) of students achieved levels 4-5 proficiency. Our goal for the 2012-2013 school year is to increase by 1 percentage point to 20% (85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (80)	20% (85)

	Problem-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	2a.1. Students lack the ability to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles.	2a.1. Students will be provided with inquiry based lessons to promote authentic and rigorous student engagement such as: visual stimulus to develop students' spatial sense; opportunities to investigate geometric properties; differentiate instruction for students; investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders; solve problems involving scale factors, using ratio and proportion; solve simple problems involving rates and derived measurements for such attributes as velocity and density. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and	2a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	2a.1. Bi-weekly reviews will be conducted by teachers to review ongoing assessments that target application of the skills being taught. Administrators will meet with grade level and department chairs monthly to discuss data and modify instruction where needed. Teachers will monitor student progress on GIZMO lesson usage, by printing reports and conducting data chats with students.	2a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Classroom Walkthroughs Summative: 2013 MathematicsFCAT 2.0

spatial sense.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 80% (258) of students made learning gains. Our goal for the 2012-2013 school year is to provide interventions and remediation opportunities in order to increase the percentage of students making learning gains to 85% (274).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (258)	85% (274)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percent of students making learning gains was significant. However, there is still a gap in Reporting Category of Geometry and Measurement.	3a.1. Teachers will utilize manipulatives daily as well as technology programs such as GIZMOS, at least 2 times per week in the computer lab, to provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to	3a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	3a.1. Bi-weekly reviews will be conducted by teachers to review ongoing assessments that target application of the skills being taught. Administrators will meet with grade level and department chairs monthly to discuss data and modify instruction where needed. Teachers will monitor student progress on GIZMO lesson usage, by printing reports and conducting data chats with students.	3a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Think Central Intervention Assessments Classroom Walkthroughs Summative: 2013 Mathematics FCAT

		solve problems involving these measures.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	On the 2012 FCAT 2.0 Mathematics Test 74% (61) of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate tutoring in order to increase the percentage of students making learning gains in the lowest 25% by 5 percentage points to 79% (66).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (61)	79% (66)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the number of students in the lowest 25% making learning gains was significant. The students in need of remediation and intervention, specifically in geometry and measurement, will receive intensive tutoring and ample time to use technology based interventions.	4a.1. Teachers will utilize manipulatives daily as well as technology programs such as Reflex Math and GIZMOS, at least 2 times per week in the computer lab, to provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units,	4a.1. Leadership Team MTSS/RtI Team Grade-Level Chair	4a.1. Teachers will review data reports that focus on bi-weekly benchmark assessment. Data will be utilized to modify instruction and differentiated instruction groups. Administration will maintain reports of weekly after-school tutoring activities and pre/post test assessments to ensure progress is being made and adjust interventions as needed.	4a.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Classroom Walkthroughs Summative: 2013 Mathematics FCAT 2.0

		strategies, and tools to solve problems involving these measures.		Attendance rosters will be turned in daily to verify that students are attending tutoring on a daily basis.	

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 the 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
	42	48	53	58	63	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 21% (7) of Students with Disabilities met satisfactory progress. Our goal is to increase student proficiency to 33% (11) and decrease the percentage of SWD not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (7)	33% (11)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test was Reporting Category of Geometry and Measurement. Students lack the ability to describe, analyze, compare, classify and build/draw and analyze models to develop measurement concepts and skills such as properties of two-and three-dimensional shapes/objects.	5D.1. Teachers will grade level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	5D.1. MTSS/RtI Team, Administration ESE Liaison	5D.1. MTSS/RtI team will work with classroom teachers to ensure that appropriate ESE strategies are being utilized to raise achievement in this subgroup. Monitor teachers' use of ESE Strategies and Accommodations. Monitor Teacher/ESE Liaison collaboration regarding student's progress.	5D.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Classroom Walkthroughs Summative: 2013 Mathematics 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 mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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 indicate that 30% (3) of students scored a Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving a proficiency Level 3 by 1 percentage point to 31% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	31% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2-Polynomials.	1.1. Develop school site mathematics courses in learning teams to build the capacity to research, discuss, design and implement the following research-based instructional strategies such as: Providing all students with more practice in solving real-world problems involving relations and functions; solving multi-step problems with several rate parameters; finding the pattern, writing the rule, and determining the function for a given sequence of numbers; and converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations; inductive reasoning strategies that include discovery learning activities. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and	1.1. Administrative Team Department Heads Math Liaison	1.1. During department meetings, results of bi-weekly assessments will be reviewed to ensure progress is being made and to adjust curriculum focus as needed. District Interim Data reports will be reviewed monthly during Faculty Meetings with Administration and adjustments to strategies will be made as needed.	1.1. Formative: FCAT Test Maker reports Gizmos District and School Wide Assessments Summative: 2013 Algebra I EOC Test

	spatial sense.				

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 indicate that 60% (6) of students scored a Level 4-5. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving a proficiency Level 4-5 of 60% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60 % (6)	60 % (6)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2-Polynomials.	2.1 Students will be provided with Saturday tutoring services at the school to enrich learning. In addition students will develop projects based on enrichment activities which will give them opportunities to increase and enhance understanding of skills in the Mathematics lessons. The school will develop departmental guidelines for all student learning notebooks designed to increase student achievement; provide teachers with training in developing meaning through mathematical problem solving in a real-world context and assist teachers with effective strategies for integrating technology in their lesson designs. Engage students in activities to use technology such as Gizmos that includes visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	2.1. Administrative Team Department Heads	2.1. During department meetings, results of bi-weekly assessments will be reviewed to ensure progress is being made and to adjust curriculum focus as needed. District Interim Data reports will be reviewed monthly during Faculty Meetings with Administration and adjustments to strategies will be made as needed.	2.1. Formative: FCAT Test Maker reports Gizmos District/School Wide Assessments Summative 2013 Algebra I EOC Test

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 for 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
	42	48	53	58	63	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	The results of the 2012 Algebra I EOC Test indicate that Students with Disabilities did not make proficiency. Our goal is to increase proficiency within the SWD student population in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3D.1. On the 2012 administration of the Algebra I EOC Examination, the areas of weakness were the Rationals, Radicals, Quadratics and Discrete Math Content Area and Polynomials.	3D.1. Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS. Teachers will use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems.	3D.1. MTSS/RtI Team, Administration, ESE Liaison	3D.1. MTSS/RtI team will work with classroom teachers bi-weekly to ensure that appropriate ESE strategies are being utilized to raise achievement in this subgroup. SPED Liaison will monitor teachers' use of ESE strategies/ accommodations. SPED Liaison will collaborate with regular education teacher regarding student's progress.	3D.1. Formative: GIZMOS DistrictAssessments School Wide Assessments Summative: 2013 Algebra I EOC Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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 :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in 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
FCAT 2.0 Item Specs and Rigor and Relevance	K-8 Math	Math Liaison	K-8 Math Teachers	September 17, 2012 October 2012-January 2013	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
Reflex Math	2-8 Math	Reflex Math Rep.	K-8 Math Teachers	August 17, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
GIZMOS	3-8 Math	GIZMOS Rep./Math Liaison	K-8 Math Teachers	August 16-17, 2012 January 2013	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
Differentiated Instruction in Math	K-8 Math	K-8 Math/ESOL Liaison	K-8 Math Teachers	August 16, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team

Mathematics Budget:

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

			Subtotal: $0.00

<table>
<tr><td colspan="4" style="background:darkred;color:white">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
</table>

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
Tutoring will be provided for students who performed at a Level 1-2 on the FCAT Mathematics 2.0 test. Tutoring will be provided Tuesday/Thursday for one hour each day beginning in December. In addition, enrichment classes will be offered on Saturdays from 9:00-12:00 pm for all students who scored a 3-5 on the FCAT Mathematics 2.0.	CAMS/STAMS Reading Program Florida Ready Mathematics Series FCAT Mathematics Coach	Title I	$10,000.00
			Subtotal: $10,000.00
			Grand Total: $10,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT 2.0 27% (35) of students achieved proficiency (FCAT level 3). The expected level of performance for 2013 is 31% (41) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (35)	31% (41)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1a.1. The area of deficiency for 5th grade students according to the 2012 FCAT Science 2.0 Test was Physical Science. The area of deficiency for 8th grade students according to the 2012 FCAT Science 2.0 Test was Life Science.	1a.1. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to matter, energy, force, and motion. Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS.	1a.1. Administrative Team Grade Level/ Department Chair	1a.1. The Science Chair and Administration will review the results of school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers. Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons.	1a.1. Formative: Gizmos Baseline Assessments Interim Assessments Summative: Science FCAT 2.0

1	Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the Life and Environmental sciences.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-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	N/A	N/A	N/A	N/A	N/A

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:	On the 2012 administration of the Science FCAT 2.0 12% (16) of students scored above proficiency (FCAT levels 4 & 5). The expected level of performance for 2013 is 14% (18) for above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (16)	14% (18)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1. The area of deficiency for 5th grade students according to the 2012	2a.1. Provide activities for students to design and develop science	2a.1. Administrative Team Grade Level/	2a.1. The Science Chair and Administration will review the results of	2a.1. Formative: Gizmos Baseline

1	FCAT Science 2.0 Test was Physical Science. Students lack the ability to complete activitiesto design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

The area of deficiency for 8th grade students according to the 2012 FCAT Science 2.0 Test was Life Science. Students lack the ability to research, discuss, design, and implement strategies to increase inquiry-based learning of Life and Environmental Sciences. | and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.

Provide additional practice in solving and graphing quadratic equations that involve real world applications through the use of GIZMOS.

Provide students the opportunity to examine and explore misconceptions using formative assessment probes included in Pacing Guides and Learning Village; life and environmental science concepts in real-world scenarios; incorporate and/or participate in environmental challenges and/or programs that provide students the opportunity to investigate and explain the interrelationships of humans and Earth's systems ; provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it pertains to the Life and Environmental sciences. | Department Chair | school-site assessment data on a monthly basis to monitor student progress together with the grade level science teachers.

Administration will complete daily Lesson Plan Reviews and Classroom Walkthroughs/Observations to ensure that Essential Labs are taking place and that higher order thinking questions are being asked throughout lessons. | Assessments Interim Assessments

Summative: Science FCAT 2.0 |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.

Science Goal #2b: | N/A |
| | |

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

	Problem-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	N/A	N/A	N/A	N/A	N/A

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
GIZMOS	5,8 Science	GIZMOS's Rep./Science Liaison	5,8 Science Teachers	August 16-17, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
FCAT Item Specs	5,8 Science	Science Liaison	5,8 Science Teachers	September 17, 2012 October 2012-January 2013	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team
Essential Labs	5,8 Science	Science Liaison	5,8 Science Teachers	September 26, 2012 October 2012-January	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team

Science Budget:

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

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:	4th Grade: According to the data collected from the 2012 FCAT 2.0 Writing Test 75% (44) of students received a score of 3.0 or higher in their Narrative Writing Prompt. Our goal for the 2012-2013 school year is to ensure that 78% (46) of 4th grade students achieve at least a 3.0 or higher. 8th Grade: According to the data collected from the 2012 FCAT 2.0 Writing Test 66% (55) of students received a score of 3.0 or higher in their Persuasive Writing Prompt. Our goal for the 2012-2013 school year is to ensure that 69% (57) of 8th grade students achieve at least a 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4th Grade: 75% (44) 8th Grade: 66% (55)	4th Grade: 78% (46) 8th Grade: 69% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1a.1. 4th Grade: The area of deficiency as noted on the 2012 administration of the FCAT Writing Test within the Narrative Prompt was the Writing Process. Students in the fourth grade lack the skills needed to prewrite, draft, revise, edit for language conventions and publishing within the Next Generation Sunshine State Standards for both Narrative and Expository Writing.	1a.1. 4th Grade: Encourage students to develop and maintain a writer's notebook/folder; to use organizational strategies to make a plan for writing; have students utilize drafting techniques to sustain writing; use revising/editing charts, teacher conferencing, or peer editing; use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Utilize drafting techniques to sustain writing by: using a graphic	1a.1. 4th Grade: Administration Grade Level Chair Department Chair	1a.1. 4th Grade: Classroom Walk-throughs will be conducted daily by administration. The Classroom walkthrough logs will be utilized to determine the effectiveness of teaching strategy. Student-teacher conferences will be implemented to evaluate student's Writing Journals and Writing Portfolios. Student writing samples will be reviewed weekly by the teacher and maintained in a student portfolio to track progress. Scores will be submitted to Language Arts Chairperson for data disaggregation.	1a.1. Formative: Baseline Writing Assessment Interim Writing Assessment Writing Portfolio's Writing Journals Summative: 2013 FCAT 2.0 Writing Test

	1	organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), applying transitional words/phrases to organize and sequence ideas to provide fluency in the writing. Use revising/editing charts, teacher conferencing, or peer editing by: rearranging words, sentences, and paragraphs, creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, adding supporting details, and using transitions that connect the supporting details. Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Encourage students to write a clear and legible piece by producing a piece that has been taken through the writing process.			
	2	1a.2. 8th Grade: The area of deficiency as noted on the 2012 administration of the FCAT Writing Test within the Persuasive Prompt was the Writing Process. Students in the eighth grade lack the skills needed to prewrite, draft, revise, edit for language conventions and publishing within the Next Generation Sunshine State Standards for both Narrative and Expository Writing.	1a.2. 8th Grade: Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. Develop a prewriting plan to develop the main idea and supporting details. Ask students to revise for clarity of content, organization, and word	1a.2. 8th Grade: Administration Grade Level Chair Department Chair	1a.2. 8th Grade: Classroom Walk-throughs will be conducted daily by administration. The Classroom walkthrough logs will be utilized to determine the effectiveness of teaching strategy. Student-teacher conferences will be implemented to evaluate student's Writing Journals and Writing Portfolios. Student writing samples will be reviewed weekly by the teacher and maintained in a student portfolio to track progress. Scores will be	Formative: Baseline Writing Assessment Interim Writing Assessment Writing Portfolio's Writing Journals Summative: 2013 FCAT 2.0 Writing Test

	choice. Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Prepare students to write in a format appropriate to audience and purpose using required spacing and margins, graphics and illustrations as needed.		submitted to Language Arts Chairperson for data dissegregation.	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-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	N/A	N/A	N/A	N/A	N/A

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
Melissa Forney FCAT Writing Teacher Training	4th and 8th Grade Teachers	Melissa Forney	4th and 8th Grade L.A. Teachers	July 9-10, 2012	Classroom walkthroughs, lesson plans, writing samples	MTSS/RtI Leadership Team and Administrative Leadership Team
Melissa Forney Primary Pizzaz	K-2 Teachers	Melissa Forney	K-2 Teachers	August 14, 2012	Classroom walkthroughs, lesson plans, writing samples	MTSS/RtI Leadership Team and Administrative Leadership Team
Melissa Forney Razzle Dazzle	3-5 Teachers	Melissa Forney	3-5 Teachers	August 15, 2012	Classroom walkthroughs, lesson plans, writing samples	MTSS/RtI Leadership Team and Administrative Leadership Team

4 Square Writing Method	K-8 Teachers	Lead Teacher	K-8 Teachers	August 13, 2012	Classroom walkthroughs, lesson plans, writing samples	MTSS/RtI Leadership Team and Administrative Leadership Team
Springboard Training	6-8 Teachers	TBA	6-8 Teachers	August 8-9, 2012	Classroom walkthroughs, lesson plans, writing samples	MTSS/RtI Leadership Team and Administrative Leadership Team

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Encourage students to develop and maintain a writer's notebook/folder; to use organizational strategies to make a plan for writing; have students utilize drafting techniques to sustain writing; use revising/editing charts, teacher conferencing, or peer editing; use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Utilize drafting techniques to sustain writing by: using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), applying transitional words/phrases to organize and sequence ideas to provide fluency in the writing. Use revising/editing charts, teacher conferencing, or peer editing by: rearranging words, sentences, and paragraphs, creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, adding supporting details, and using transitions that connect the supporting details.	Zelda Bloser Writing Textbooks	Internal	$2,935.95
			Subtotal: $2,935.95

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
To integrate writing throughout the curriculum by including the writing process in Science, Social Studies and Spanish so students can become familiar with the writing process.	Melissa Forney FCAT Writing Teacher Training Melissa Forney Primary Pizzaz Melissa Forney Razzle Dazzle Springboard Training	Internal	$1,400.00
			Subtotal: $1,400.00

Other

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

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Civics EOC Baseline Assessment indicate that 0% (0) of students performed at an Achievement Level of 3. Our Goal for the 2012-2013 school year is to have at least 10% (8) of students achieve a Level 3 proficiency in the Civics EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. As noted on the administration of the Civics EOC Assessment, the area where students showed deficiency was the structure and functions of the branches of government. Students lack the ability to read and comprehend Civics primary resources, documents and interpretations of the content.	1.1. Provide classroom activities which help students develop an understanding of thecontent-specific vocabulary taught in government/civics. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to examine opposing points of view on a variety of issues.	1.1. Administration Grade Level Chair Department Chair	1.1. Institute weekly, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	1.1. Formative: Social Studies Journals Baseline Assessment Interim Assessment Graphs/Charts Summative: Civics District Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 Civics EOC Baseline Assessment indicate that 0% (0) of students performed at an Achievement Level of 4-5. Our Goal for the 2012-2013 school year is to have at least 10% (8) of students scoring at achievement Levels 4-5 on the Civics EOC Assessment.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0%(0)	10% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. As noted on the administration of the Civics EOC Assessment, the area where students showed deficiency was the structure and functions of the branches of government. Students lack the ability to read and comprehend Civics primary resources, documents and interpretations of the content.	2.1. Provide enrichment activities that allow students opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. Provide enrichment opportunities for students to write to inform and to persuade. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	2.1. Administration Grade Level Chair Department Chair	2.1. Institute weekly, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	2.1. Formative: Social Studies Journals Baseline Assessment Interim Assessment Graphs/Charts Summative: Civics District Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction in Social Studies	K-8 Social Studies	K-8 Social Studies	K-8 Social Studies Teachers	August 16, 2012 October 2012- January 2013	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for students to utilize print and non-			

Strategy	Description of Resources	Funding Source	Available Amount
print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	Glencoe/McGraw-Hill Florida Civics, Economics and Geography	Internal	$5,240.88
			Subtotal: $5,240.88

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,240.88

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 the 2012-2013 academic school year is to increase student attendance from 95.3 % (560) to 95.8% (563) by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) by from 180 to 171 and excessive tardiness (10 or more) from 152 to 144.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.3 % (560)	95.8% (563)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
180	171
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
152	144
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to excessive illnesses and excused/unexcused absences; students have decreased in academic performance in Core Subject areas. In addition, tardies have also affected students who do not live within a close proximity to the school, therefore, missing lesson introductions during class time.	1.1. Identify and refer students who may be developing a pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services and provide parent workshops in their native language to ensure the understanding of the services. Provide incentives for students such as • Student of the Month • 100% Attendance Award • Maintain a clean environment throughout the school.	1.1. Principal Assistant Principal TCST	1.1. Weekly updates to administration by the TCST Team Our goal for this year is to increase attendance by 1% by minimizing absences due to truancy and illness. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 10%	1.1. TCST logs and attendance rosters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Program	K-8th	Attendance Clerk and Grade Book Manager	General Education Teachers and Non-Instructional Staff	September 4-5, 2012 Monthly meetings will take place after initial meeting	Attendance Program will be implemented the first day of school and monitored on a monthly basis	Attendance Clerk and Administration
Truancy Prevention	K-8 Attendance	Counselor	All teachers, counselor and attendance clerk	August 20-June 6, 2013	The Truancy Child Study Team will monitor school absences and tardies through logs and attendance rosters.	School Counselor, Lead Teacher and Assistant Principal.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	$800.00
Connect ED	Provide communication to parents regarding school events, student absences and important updates.	EESAC	$1,400.00
			Subtotal: $2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

| 1. Suspension

Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by at least 10%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
29	26
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
23	21
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
33	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	23

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Parents and students are unfamiliar with the Code of Student Conduct due to not analyzing the document	1.1. In-Class Behavior Management Plans.

Parents will be informed of Code of Student | 1.1. Principal Assistant Principal | 1.1. General Education Teacher will keep parent contact logs as evidence of communication; | 1.1. Parent Contact Logs Suspension Reports |

| 1 | and the consequences that are entailed with each infraction. | Conduct during Back to School Night and must sign the document. | | principal will monitor parent contact logs.

Administration will meet with parents of students who are suspended from school. | |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct Contract	K-8th	All Staff Members	All grades, subjects, school-wide	August 20-August 24, 2012	Monitor Teacher's behavior management plans	Counselor and Administration
Classroom Management	K-8th	TBA	K-8 Teachers	August 20-June 6, 2013	Monitor teacher's behavior management plans, classroom walk-through's	Counselor and Administration
Parent Training	K-8th	On individual basis	Parent, Teacher and Administration	September 4-5, 2012 and Ongoing	Monitor Parent Training Log, Contact Parents for Suspensions	CIS Personnel

Suspension Budget:

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

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

Technology

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

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
Teachers and/or Administration will contact parents of students who have been on indoor suspension. Parents will be provided with a copy of the Student Code of Conduct.	Printing of Student Code of Conduct	EESAC	$570.00
			Subtotal: $570.00
			Grand Total: $570.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Problem-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	N/A	N/A	N/A	N/A	N/A

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
Title I Parent Guidelines	K-8	Community Involvement Specialist (CIS)	Parents	August 20, 2012-Ongoing	Review sign-in sheet/logs to determine the number of parents attending.	Administration and CIS Representative

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
Teachers and/or Administration will maintain close communication with parents to participate in school-wide events, meetings, and trainings.	Parent Involvement Instructional Materials	Title I	$1,584.24
CIS Personnel will provide parent workshops and trainings to communicate school activities, events, understanding of school curriculum and parental involvement requirements. In addition, CIS personnel will assist parents with internet/software programs in order to facilitate the home and school communication and learning environment.	CIS Personnel	Title I	$18,000.00
			Subtotal: $19,584.24
			Grand Total: $19,584.24

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal for the 2012-2013 school year is to provide students with STEM school-wide activities and Fairs to enable them to apply mathematical, technological and scientific inquiry into real world experiences.

Problem-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. Due to the rate of Economically Disadvantaged students in our school, technological tools are scarce at the home. In addition, assistance with projects to be completed at home will be difficult due to the language barrier.	1.1. During the 2012-2013 school year all grades K-8 teachers will implement weekly hands-on scientific labs. Utilize GIZMO's as a technological tool that assists students develop a deep understanding of challenging concepts through inquiry and exploration. In addition, students in grades K-5 will enter into the Science Fair and students in grades 5-8 will participate in the SECME Fair.	1.1. Administrative Team Grade Level/ Department Chair	1.1. Teachers will meet on a weekly basis with their grade levels and/or Departments to monitor weekly science labs and student performance on GIZMO's interactive lessons. Administrators will conduct daily classroom walk-throughs to analyze student performance and teacher higher order questioning skills. Science Liaison will assist teachers in Professional Development activities to focus on GIZMO's to utilize the program with fidelity.	1.1. Formative: Baseline Assessments Interim Assessments FCAT Test Maker GIZMOS Think Central Classroom Walkthroughs Summative: 2013 Mathematics FCAT 2.0 2013 Science 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
GIZMOS	3-8	Science Liaison/ Department Chair	3rd – 8th grade teachers	August 16-17, 2012	Observations, classroom walkthroughs, Monitor and review test results	MTSS/RtI Leadership Team and Administrative Leadership Team

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal is to provide students opportunities to research specific careers of interest so that by the end of 6th-8th grade they have a strong understanding of requirements for their career choice.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	1.1. Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.1. CTE teacher implements CTE program state curriculum standards, program sequence of courses, including pacing guide activities as outlined with the CTE program. Career Planning curriculum will be included as part of the Civics pacing guides that will focus on implementing research and delivery of career choice.	1.1. Principal Assistant Principal Guidance Counselor	1.1. Monitor and review student schedules with CTE teacher and guidance counselor to ensure enrollment of intermediate and advanced level courses, building strong academies.	1.1. Career Planning End of Year Project Civics EOC

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In order to increase student performance Reporting Category 2- Reading Application teachers will incorporate reading strategies that assist students to: Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice in making inferences and drawing conclusions within and across texts. Students will be able to identify a correct summary statement. Students should focus on what the author thinks and feels. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts. In addition, in order to increase student performance on Reporting Category 4- Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Use supporting facts within and across texts.	Voyager Kits	Title I	$3,000.00
	In-depth writing instruction including model study, writing traits, writing strategies, and applications connected to the units in the Reading and Language Book Extensive practice for reading			

CELLA	and language instruction Readings with audio support help students build fluency Interactive software designed for striving readers and English language learners to build their reading power. Students develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary using the software's structured supports.	Inside Textbooks	Title III	$5,379.63
Writing	Encourage students to develop and maintain a writer's notebook/folder; to use organizational strategies to make a plan for writing; have students utilize drafting techniques to sustain writing; use revising/editing charts, teacher conferencing, or peer editing; use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Utilize drafting techniques to sustain writing by: using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts), applying transitional words/phrases to organize and sequence ideas to provide fluency in the writing. Use revising/editing charts, teacher conferencing, or peer editing by: rearranging words, sentences, and paragraphs, creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency, adding supporting details, and using transitions that connect the supporting details.	Zelda Bloser Writing Textbooks	Internal	$2,935.95
Civics	Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	Glencoe/McGraw-Hill Florida Civics, Economics and Geography	Internal	$5,240.88
Attendance	Truancy Prevention	Provide incentives for students with improved	EESAC	$800.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Connect ED	Provide communication to parents regarding school events, student absences and important updates.	EESAC	$1,400.00
				Subtotal: $18,756.46

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	To integrate writing throughout the curriculum by including the writing process in Science, Social Studies and Spanish so students can become familiar with the writing process.	Melissa Forney FCAT Writing Teacher Training Melissa Forney Primary Pizzaz Melissa Forney Razzle Dazzle Springboard Training	Internal	$1,400.00
				Subtotal: $1,400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring will be provided for students who performed at a Level 1-2 on the FCAT Reading 2.0 test. Tutoring will be provided Monday/Wednesday for one hour each day beginning in December. In addition, enrichment classes will be offered on Saturdays from 9:00-12:00 pm for all students who scored a 3-5 on the FCAT Reading 2.0.	CARS/STARS Reading Program Florida Ready Reading Series FCAT Reading Coach	Title I	$10,000.00
Mathematics	Tutoring will be provided for students who performed at a Level 1-2 on the FCAT Mathematics 2.0 test. Tutoring will be provided Tuesday/Thursday for one hour each day beginning in December. In addition, enrichment classes will be offered on Saturdays from 9:00-12:00 pm for all students who scored a 3-5 on the FCAT Mathematics 2.0.	CAMS/STAMS Reading Program Florida Ready Mathematics Series FCAT Mathematics Coach	Title I	$10,000.00
Suspension	Teachers and/or Administration will contact parents of students who have been on indoor suspension. Parents will be provided with a copy of the Student Code of Conduct.	Printing of Student Code of Conduct	EESAC	$570.00
Parent Involvement	Teachers and/or Administration will maintain close communication with parents to participate in school-wide events, meetings, and trainings.	Parent Involvement Instructional Materials	Title I	$1,584.24
	CIS Personnel will provide parent			

| Parent Involvement | workshops and trainings to communicate school activities, events, understanding of school curriculum and parental involvement requirements. In addition, CIS personnel will assist parents with internet/software programs in order to facilitate the home and school communication and learning environment. | CIS Personnel | Title I | $18,000.00 |

| | | | Subtotal: $40,154.24 |
| | | | Grand Total: $60,310.70 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |

Are you a reward school: jn Yes   jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Printing of Code of Student Conduct: Parents and students will be provided with a copy of the Student Code of Conduct.	$570.00
Truancy Prevention: Provide incentives for students with improved attendance.	$800.00
Connect Ed: Provide communication to parents regarding school events, student absences and important updates.	$1,400.00

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

The SAC at Excelsior Language Academy of Hialeah is the sole body responsible for final decision making of the school. School Climate Survey and Assessment Data were reviewed to determine school needs for the 2012-2013 school year. In the beginning of the school year, the SIP will be reviewed and revisions will be made based on the recommendations from the SAC members. In June and September, the SIP will be sent to the district School Board for approval and implementation will begin in August 2012. The SIP will be monitored during the entire school year. The SAC reviews the SIP on a quarterly basis and makes necessary adjustments.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
EXCELSIOR LANGUAGE ACADEMY OF HIALEAH
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	53%	68%	48%	237	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	75%	60%			135	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?	74% (YES)	63% (YES)			137	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					509	
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
EXCELSIOR LANGUAGE ACADEMY OF HIALEAH
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	51%	87%	37%	235	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	63%	61%			124	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?	62% (YES)	66% (YES)			128	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					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested