FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BOB GRAHAM EDUCATION CENTER

District Name: Dade

Principal: Dr. Robin Behrman

SAC Chair: Ms. Kimberly Ottaviani

Superintendent: Mr. Alberto Carvallo

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Robin Behrman	BS- Elementary Education Florida International University MS – Counseling Nova SoutheasternUniversity Ed.S.-Educational Leadership Florida International University Ed.D.-Curriculum and Instruction Florida International University Certification *Elementary Education *Middle Grades Mathematics	11	14	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N N N N High Standards Rdg. 69 81% 79% 81% 78% High Standards Math 69 81% 79% 83% 80% Learning Gains-Rdg. 72 68% 69% 69% 68% Learning Gains-Math 81 72% 72% 75% 75% Gains Rdg-25% 74 68% 63% 69% 60% Gains Math-25% 75 71% 62% 74% 70%

		*Educational Leadership			
Assis Principal	Jesus Mesa	BFA – University of Miami MS – Educational Leadership Nova Southeastern University Certification *K-12 Art *EducationalLeadership	10	10	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N N N N High Standards Rdg. 69 81% 79% 81% 78% High Standards Math 69 81% 79% 83% 80% Learning Gains-Rdg. 72 68% 69% 69% 68% Learning Gains-Math 81 72% 72% 75% 75% Gains Rdg-25% 74 68% 63% 69% 60% Gains Math-25% 75 71% 62% 74% 70% Learning Gains-Math 72% 72% 75% 75% 69% Gains Rdg-25% 68% 63% 69% 60% 64% Gains Math-25% 71% 62% 74% 70% 66%
Assis Principal	James F. Jackimczuk	BS-Elementary Education Barry University MS- Educational Leadership Barry University Certification *Educational Leadership *Elementary Education	3	10	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N N N N High Standards Rdg. 69 81% 79% 81% 78% High Standards Math 69 81% 79% 83% 80% Learning Gains-Rdg. 72 68% 69% 69% 68% Learning Gains-Math 81 72% 72% 75% 75% Gains Rdg-25% 74 68% 63% 69% 60% Gains Math-25% 75 71% 62% 74% 70%
Assis Principal	Elizabeth C. Hernandez	BS – Elementary Education Florida International University MS- Reading Florida International University Ed. S.-Educational Leadership Nova Southeastern University Certification *Educational Leadership *Elementary Education	1	2	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N N N N High Standards Rdg. 69 81% 79% 81% 78% High Standards Math 69 81% 79% 83% 80% Learning Gains-Rdg. 72 68% 69% 69% 68% Learning Gains-Math 81 72% 72% 75% 75% Gains Rdg-25% 74 68% 63% 69% 60% Gains Math-25% 75 71% 62% 74% 70% Gains Rdg-25% 68% 71% 76% 75% 66% Gains Math-25% 71% 69% 73% 74% 59%
Assis Principal	Annette Riveron	BS – Elementary Education Nova Southeastern University MS - Educational Leadership Nova Southeastern University Certification *Elementary Education *Educational Leadership	9	3	'12 '11 '10 '09 '08 School Grade A A A A A AYP N/A N N N N High Standards Rdg. 69 81% 79% 81% 78% High Standards Math 69 81% 79% 83% 80% Learning Gains-Rdg. 72 68% 69% 69% 68% Learning Gains-Math 81 72% 72% 75% 75% Gains Rdg-25% 74 68% 63% 69% 60% Gains Math-25% 75 71% 62% 74% 70%

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.

	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)
No data submitted					

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. New teacher orientation at school site.	Administration	Opening of School	
2	2. Regularly scheduled meetings with administration.	Administration	On-going	
3	3. Partnering new teachers with mentors	Administration	On-going	
4	4. Obtain referrals from present staff members.	Administration	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0.07%(7)	Provide professional development to those teachers in need of endorsements and support dialogue.

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
107	0.9%(1)	7.5%(8)	53.3%(57)	38.3%(41)	43.0%(46)	93.5%(100)	10.3%(11)	10.3%(11)	57.9%(62)

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
No data submitted			

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Funds from Title III will be utilized to implement the Tutoring Academy for English Language Learners.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

ALL ADMINISTRATION: Ensures that the Leadership Team implements MTSS/RtI; provides training for MTSS/RtI for staff; monitors implementation of intervention and documentation; and educates parents about RtI.

ALL INSTRUCTIONAL COACHES: Identify and analyze existing literature on scientifically based Curriculum/behavior assessment and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional program and provides support for assessment and implementation monitoring.

READING LIAISON: Provide guidance on K-12 reading plan. Facilitates and supports data Collection activities; Assist in data analysis; Provide professional development and technical assistance to teachers regarding data-based instructional program. and provides support for assessment and implementation monitoring

MATH LIAISON: Develops, leads, and evaluates school math core content standards Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

SCIENCE LIAISON: Develops, leads, and evaluates school science core content standards. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring

SPED CHAIRPERSON: Participates in student data collection and collaborates with general education teachers through such activities as co-teaching. 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.

STUDENT SERVICES: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support for academic, emotional, behavioral and social success of students and communicates with parents through the MTSS/RTI process.

SCHOOL PSYCHOLOGIST: Collaborates with MTSS/RTI Team to analyze collected data: assist in facilitating individualized interventions; disseminates information and support to parents.

SPEECH LANGUAGE PATHOLOGIST: Administer Language Screenings when needed and Provide articulation interventions

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 Leadership Team will:

1.Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use 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 them on procedures and progress.

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

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

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

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.

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
• Success Maker Utilization and Progress Reports
• 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
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST) and Intervention Plan

2. Providing support for school staff to understand basic MTSS/RtI principles and procedures

Describe the plan to support MTSS.

Describe the plan to support MTSS/RtI.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Ongoing data-driven professional development activities that align to core student goals and staff needs.

7. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Dr. Robin Behrman, Principal
Mrs. Elizabeth C. Hernandez, Assistant Principal
Mrs. Annette Riveron, Assistant Principal
Mrs. Joanne Hunt, Reading Liaison
Mathematics Department Liaison (Elementary)
Ms. Laura Jui, Mathematics Department Chair (Middle)
Mrs. Maria Nagy-Cabarcas, Science Department Liaison(Elementary)
Ms. Ingy Cruz, Social Studies Department Chair (K-8)
Mrs. Melissa Hernandez, ESOL Department Chair (K-8)
Mrs. Felicia Lopez, SPED Department Chair (K-8)
Mrs. Eileen Gonzalez, Professional Development Liaison

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

The team will hold regular meetings, help maintain communication with staff for input and feedback, as well as updating them on procedures and progress, desegregate data and disseminate information and provide clear feedback including student's/grade level's strength and weakness. The LLT will also assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar (IFC) is being utilized and implemented effectively.

Resource teachers and grade levels will meet on a bi-weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Furthermore, the Literacy Leadership Team will ensure the effectiveness of all educational programs and strategies by analyzing results throughout the year.

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

The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. The reading coach, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores.

In addition, the LLT will be incorporating Writing and Science portfolios to improve scores. The LLT will determine the ten basic writing skills that all student need to know in fourth grade. Each month the teachers will focus on one of the ten and keep a writing portfolio for each student. The LLT will also determine Science labs that the students should be engaged in to maximize the Science curriculum. Teachers will keep a Science journal logging the labs.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*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.

All teachers, regardless of subject area, implement reading strategies across the curriculum as outlined in the CRRP. The reading coach models lessons for the content area teachers to ensure that appropriate reading strategies are used when eliciting information from various forms of text. The Literacy Leadership Team will monitor the implementation of school-wide literacy strategies across the curriculum.

*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?

N/A

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 2012 FCAT 2.0 Reading Assessment indicate that 31 % of students achieved proficiency Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3 by 3 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(417)	34%(458)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application (Grade 3), Category 3-Literary Analysis: Fiction and Non-Fiction (Grade 4), Category 4-Informational Text and Research Process (Grades 5, 6, & 7), and Category 1-Vocabulary (Grade 8). All students require higher order thinking and analytical skills. Students have limited exposure to rigor and relevance such as: project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.	Each skill will be taught explicitly using instructional webs then reinforced in combination with reciprocal reading strategies. The use of reading strategies will be integrated in all content areas. Data will be analyzed and students will be placed in small groups for differentiated instruction. Students will be instructed using higher order thinking questions and inference type questions. Engage students in more challenging activities that promote identification of topics and text features, higher order thinking and infuse rigor and relevance, including the use of Reading Plus SuccessMaker, & FCAT Explorer . Teachers can use various sources to supplement the basal. Students will use newspapers, magazines, and the internet to infuse various subject areas into Reading.	Administrators, Reading Liaison and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: FAIR District Interims, Teacher generated assessments, Reading Plus SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading Test
	The students in fourth grade require additional assistance in descriptive and figurative language. They have a difficult time distinguishing the	Each skill will be taught explicitly using instructional webs then reinforced in combination with reciprocal reading strategies. The use of	Administrators, Reading Liaison and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded.	Formative: FAIR District Interims, Teacher generated assessments,

2	difference between the two forms of literary language.	reading strategies will be integrated in all content areas. Data will be analyzed and students will be placed in small groups for differentiated instruction. Students will be instructed using higher order thinking questions and inference type questions.		The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Reading Plus SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading Test
3	Students in fifth through seventh grade require additional exposure to real world text to assist them in interpreting graphical information.	Students will be exposed to real-world documents to identify text features and to locate, interpret, and organize information. The use of Scholastic News and Weekly Readers will be implemented on a weekly basis.	Administrators, Reading Liaison and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: FAIR District Interims, Teacher generated assessments, Reading Plus SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading Test
4	Students in eighth grade require additional assistance in word meanings and word relationships from context. Students confuse their daily language with the literary vocabulary.	Students will be provided with a daily vocabulary question. Teachers will emphasize strategies on deriving word meanings by using vocabulary word maps, reading from various texts, and affording students the opportunity to use personal dictionaries in class.	Administrators, Reading Liaison and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: FAIR District Interims, Teacher generated assessments, Reading Plus SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading 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 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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity.	Provide the students with multiple reads of a selection prior to responding to comprehension questions. Provide students with visual choices similar to the choices provided in the F.A.A.	MTSS/RtI	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Reading

					Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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 Assessment indicate that 37% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 2 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(504)	39%(526)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application (Grade 3), Category 3-Literary Analysis: Fiction and Non-Fiction (Grade 4), Category 4-Informational Text and Research Process (Grades 5, 6, & 7), and Category 1-Vocabulary (Grade 8). All students require higher order thinking and analytical skills. Students have limited exposure to rigor and relevance such as: project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences.	Each skill will be taught explicitly using instructional webs then reinforced in combination with reciprocal reading strategies. The use of reading strategies will be integrated in all content areas. Data will be analyzed and students will be placed in small groups for differentiated instruction. Students will be instructed using higher order thinking questions and inference type questions. Engage students in more challenging activities that promote identification of topics and text features, higher order thinking and infuse rigor and relevance, including the use of Reading Plus SuccessMaker, & FCAT Explorer . Teachers can use various sources to supplement the basal. Students will use newspapers, magazines, and the internet to infuse various subject areas into Reading.	Administrators and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: FAIR District Interims Teacher generated assessments Reading Plus SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading 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 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	Students require additional instruction and exposure in the areas of reading. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively.	Students will be provided with continuous biweekly review and practice while they are learning new reading concepts.	MTSS/RtI	Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Unique Learning Learning Today Summative: 2013 Reading Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 72% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage point to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(784)	77%(839)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application (Grade 3), Category 3-Literary Analysis: Fiction and Non-Fiction (Grade 4), Category 4-Informational Text and Research Process (Grades 5, 6, & 7), and Category 1-Vocabulary (Grade 8). FACT 2.0 Reading level 1's and 2's require additional skills in phonemic awareness, phonics, vocabulary, fluency and comprehension.	Provide FCAT 2.0 differentiated instruction and expose students to weekly Reading Benchmarks with emphasis on identifying vocabulary, identifying text features and identifying topics and themes.	Administrators LLT	Following the FCIM model, the MTSS/RtI team will review monthly assessments data and adjust instruction as deeded.	Formative: FAIR District Interims Teacher generated assessments Reading Plus, SuccessMaker, FCAT Explorer Summative: 2013 FCAT 2.0 Reading 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 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	Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively.	Provide the students with multiple reads of a selection prior to responding to comprehension questions. Provide students with visual choices similar to the choices provided in the F.A.A. Students should use read aloud, auditory tapes, and text readers that provide print with visuals and or symbols. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Reading selections will be taught at a level that does not frustrate the students. Students will be provided with continuous review and practice while they are learning new reading concepts.	LLT and MTSS/RtI	Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Reading Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the FCAT 2.0 Reading Assessment indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(208)	79%(222)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2- Reading Application (Grade 3) All students require additional instruction and exposure in the areas of vocabulary, main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform well in the areas of Vocabulary, Reading Application, Literacy Analysis, and Informational Text and Research Process.	Utilize more grade-level appropriate material that includes identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.	Administrators and LLT	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: FAIR District Interims Teacher generated assessments Reading Plus, SuccessMaker FCAT Explorer Summative: 2013 FCAT 2.0 Reading Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	81%	

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 FCAT 2.0 Reading Assessment indicate that 69% of white students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2012-2013 school year is to increase the percentage of white students achieving a level of proficiency by 7 percentage points to 76%. The results of the FCAT 2.0 Reading Assessment indicate that 52% of black students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment. Our goal for the 2012-2013 school year is to increase the percentage of black students achieving a level of proficiency by11 percentage points to 63%. The results of the FCAT 2.0 Reading Assessment indicate that 86% of Asian students achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment.

	Our goal for the 2012-2013 school year is to increase the percentage of white students achieving a level of proficiency by 7 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 69%(60) Black: 52%(17) Asian: 86%(18)	White: 76%(66) Black: 63%(20) Asian: 93%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application (Grade 3), Category 3-Literary Analysis: Fiction and Non-Fiction (Grade 4), Category 4-Informational Text and Research Process (Grades 5, 6, & 7), and Category 1-Vocabulary (Grade 8). These students need an increase in vocabulary and comprehension strategies.	Students will be provided with a daily vocabulary question. Teachers will emphasize strategies on deriving word meanings by using vocabulary word maps, reading from various texts, and affording students the opportunity to use personal dictionaries in class.	Administrative Team	Following the FCIM model, the reading liaison and administrators will review assessments monthly and adjust instruction as deeded. The MTSS/RtI team will review data monthly and make recommendations based on needs assessment.	Formative: District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment,

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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 reading.	The results of the FCAT 2.0 Reading Assessment indicate that 28% of our students with disbalities achieved a level of 3 or higher on the FCAT 2.0 Reading Assessment.

Reading Goal #5D:	Our goal for the 2012-2013 school year is to increase the percentage of students with disabilities students achieving a level of proficiency by 10 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(25)	38%(34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2-Reading Application (Grade 3), Category 3-Literary Analysis: Fiction and Non-Fiction (Grade 4), Category 4-Informational Text and Research Process (Grades 5, 6, & 7), and Category 1-Vocabulary (Grade 8). Students need additional assistance in basic reading comprehension, vocabulary, and informational text.	Students will be part of a push in model with the SPED teacher, as well as receive the reading program of Reading Plus. The students will also become familiar with Close Reading. This will afford the students the opportunity to reflect and try to understand the concept on their own before being introduced to it by the teacher.	LLT and MTSS/RtI	Assessing how the classroom activities and lessons are contributing to the students' grasp the concepts.	Formative: District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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
Differentiated Instruction	K-8	Instructional Teachers	School Wide	February 1, 2013	Walk-throughs	Administrative Team
Common Core Standards	K-2	District Personnel	K-2 Teachers	November 6, 2012	Walk-throughs	Administrative Team

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Hourly Teachers	Donation from the Town of Miami Lakes	$5,000.00
			Subtotal: $5,000.00
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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

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 2012 CELLA assessment indicate that 67% of students achieved a Proficiency level in the Listening and Speaking section.
2012 Current Percent of Students Proficient in listening / speaking:	
67%(276)	
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	Students in this sub group demonstrate difficulty assimilating and adapting to the English language. Many students require additional assistance with their oral and listening skills.	Provide these students with interventions in a pull-out/push-in model on a daily basis to emphasize the use of their oral language. Students will be exposed to word translations and word walls.	Administrators, ESOL Chairperson, and LLT.	Following the FCIM model, the administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on the needs assessment.	Formative: FAIR Weekly teacher generated assessments Computer assisted reports from Imagine Learning, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA assessment indicate that 33% of students achieved a Proficiency level in the Reading section.
2012 Current Percent of Students Proficient in reading:	
33%(137)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students require comprehension skills in English, making their acquisition of identifying text features and identifying the main idea in a passage and vocabulary difficult.	Provide these students with interventions in a pull-out/push-in model on a daily basis. Provide interactive word walls and word mapping will be implemented on a daily basis.	Administrators, ESOL Chairperson, and LLT	Following the FCIM model, administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on the needs assessment.	Formative: FAIR Weekly teacher generated assessments Computer assisted reports from Imagine Learning, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessm

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 assessment indicate that 35% of students achieved a Proficiency level in the Writing section.
2012 Current Percent of Students Proficient in writing:	
35%(145)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students require additional assistance with their vocabulary and basic conventional writing skills.	Provide these students with interventions in a pull-out/push-in model on a daily basis. Expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping. Have ELL students develop a dialogue journal.	Administrators, ESOL Chairperson, and LLT	Following the FCIM model, administration will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on the needs assessment.	Formative: FAIR Weekly teacher generated assessments Computer assisted reports from Imagine Learning, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 27% of students achieved proficiency Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3 by 2 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (369)	29%(392)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. Students in third grade require additional exposure of real world application in the area of fractions.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Administration and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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
	Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.	MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today

1	concepts used on a daily basis.	Students will be exposed to repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will also be provided with continuous review and practice while learning new math concepts.			Summative Assessments: 2013 Mathematics Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 41% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 1 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(550)	42%(567)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. The third grade students require additional hands-on activities to assist them in the study of fractions.	Engage students in activities using technology such as GIZMOS and the National Library of Virtual Manipulatives to address fractions.	Administration and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The fourth and fifth grade students need more enrichment activities in the area of geometry and measurement. They need additional technology in the classroom.	The students will develop an understanding of area, volume, and shapes with the use of GIZMOS and Virtual Learning.	Administration and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	N/A

Mathematics Goal #2b:	
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	Students require additional instruction and exposure in the area of measurement tools.	Provide students with the use of guided discussions in order to engage students in real life math problems. Students will be exposed to continuous repetition and practice while learning new math concepts.	Administration And MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Mathematics Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 81%of students made Learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(883)	86%(938)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. Third grade students require additional understanding and exploration in the area of fractions.	Provide concepts for mathematical exploration and the development of student understanding of fractions through the use of manipulatives and engaging opportunities for practice.	Administration and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.
	Fourth and fifth grade students require more	Provide grade level appropriate activities	Administration and MTSS/RtI	Results of quarterly assessments will be	Formative:

2	exposure to problem solving and real world application in the area of geometry and measurement.	that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding the various concepts of geometry. Differentiated instruction will be provided to afford students the opportunity to experience a fuller understanding of these concepts.		reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. Students require additional instruction and exposure in the area of measurement tools.	Provide students with the use of guided discussions in order to engage students in real life math problems. Students will be exposed to continuous repetition and practice while learning new math concepts.	MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Mathematics Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 75% of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% to make learning gains 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(214)	80%(228)

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	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. Students require additional exposure to math manipulatives and differentiated instruction.	Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex and GIZMOS.	MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	Students in fourth and fifth grades require additional instruction and exposure in the area of measurement tools. Students are not exposed to technology and require visual stimulus to develop conceptual understanding of measurement.	Provide students with the use of guided discussions in order to engage students in real life math problems. Provide students the opportunity to develop their own geometry and measurement problems to enforce the use of higher order thinking.	MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Elementary School Mathematics Goal #

5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 60% of black students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of black students scoring a level 3 or higher by 7 percentage points to 67%. The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 86% of Asian students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of Asian students scoring a level 3 or higher by 7 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 60%(19)	Black: 67%(21)

Asian: 86%(18)	Asian: 93%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. Students require additional exposure to math manipulatives and differentiated instruction.	Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex and GIZMOS.	MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT mathematics test indicate that 62% of students in the English Language Learners achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 66%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (89)	66% (95)

Problem-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 assessment indicate that 33% of SWD students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of SWD students scoring a level 3 or higher by 10 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(30)	43%(39)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. Students in grades 4-5 scored lowest in Reporting Category 3: Geometry and Measurement. Students require additional exposure to math manipulatives and differentiated instruction.	Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex and GIZMOS.	MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly Assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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 Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 27% of students achieved proficiency Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3 by 2 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(369)	29%(392)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 results, students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The students require additional assistance in the area of area, volume, and select three dimensional shapes.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use virtual tools like GIZMOS and NLVM while they investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders	Math Department Chairperson (Middle School) and Administration	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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	Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. Students require additional instruction and exposure in the area of measurement tools.	Provide students with the use of guided discussions in order to engage students in real life math problems.	MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Mathematics Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 41% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 4 and 5 by 1 percentage points to 42%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(550)	42%(567)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The students require additional technological and real world assistance in the area of area, volume, and select three dimensional shapes.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation best practice instructional strategies. Provide students with opportunity to use problem solving techniques to investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders.	Math Department Chairperson (Middle School) and Administration	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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	Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. Students require additional instruction and exposure in the area of measurement tools.	Provide students with the use of guided discussions in order to engage students in real life math problems. Students will be exposed to continuous repetition and practice while learning new math concepts.	MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Mathematics Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 81% of students made Learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(883)	86%(938)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. Students require visual stimulus in finding volume and areas of various figures.	Assign virtual manipulatives to small groups to learn daily concepts, including, geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders.	Math Department Chairperson (Middle School) and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. Students require additional instruction and exposure in the area of measurement tools.	Provide students with the use of guided discussions in order to engage students in real life math problems.	MTSS/RtI	Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Mathematics Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 75% of students in the Lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% to make learning gains 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(214)	80%(228)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The middles school students require more real world application and hands-on manipulatives to truly grasp the geometry and measurement concepts.	Provide students with opportunity to investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Use virtual manipulatives to explore area and perimeter of two and three dimensional figures.	Math Department Chair (Middle School) and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 60% of black students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of black students scoring a level 3 or higher by 7 percentage points to 67%. The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 86% of Asian students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of Asian students scoring a level 3 or higher by 7 percentage points to 93%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 60%(19) Asian: 86%(18)	Black: 67%(21) Asian: 93%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The middle school students require more real world application and hands-on manipulatives to truly grasp the geometry and measurement concepts.	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The middles school students require more real world application and hands-on manipulatives to truly grasp the geometry and measurement concepts.	Math Department Chair (Middle School) and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 assessment indicate that 33% of SWD students scored a proficiency level of 3 or higher on the FCAT 2.0 Mathematics Assessment. Our goal for the 2012-2013 school year is to increase the percentage of SWD students scoring a level 3 or higher by 10 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(30)	43%(39)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 students in grades 6-8 scored lowest in the Category 3: Geometry and Measurement. The middle school students require more real world application and hands-on manipulatives to truly grasp the geometry and measurement concepts.	Provide students with opportunity to investigate geometric properties and strategies to determine the surface area and volume of selected prisms, pyramids, cylinders. Use virtual manipulatives to explore area and perimeter of two and three dimensional figures.	Math Department Chair (Middle School) and MTSS/RtI	Results of quarterly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by EESAC and adjustments to strategies made as needed.	Formative: Quarterly assessments District Interim Data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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 Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	According to the 2012 Algebra EOC, 25% of students scored an Achievement Level 3. Our goal for 2012-2013 Algebra EOC is to maintain the current percentage of students scoring an Achievement Level. 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(5)	25%(5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The weakest reporting category in the 2012 Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Mathematics including solving quadratic equations by factoring and using the quadratic formula. Performing set operations such as union and intersection, complement and cross product and using venn diagrams to explore relationships and patterns. Students need more analytical skills when presented with real-world application questions. Students need more tutoring in solving quadratic equations.	Utilize Florida Achieves and IXL computer-assisted resources to reinforce and enhance mathematical skills. Provide before-school-tutoring to reinforce skills and strategies learned in their math class.	Administrators and Math Department Chairperson (Middle School)	Quarterly assessment reports will be used by teachers to implement data-driven instruction. Conduct weekly grade level meetings to monitor student achievement and modify instruction based on student progress.	Formative: District Interim Data Report Computer Assisted Reports from Florida Achieves. Summative: 2013 Algebra 1 EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	According to the 2012 Algebra EOC, 75% of students scored an Achievement Level 4 or 5.. Our goal for 2012-2013 Algebra EOC is to maintain the current percentage of students scoring an Achievement Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(15)	75%(15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The weakest reporting category in the 2012 Algebra 1 EOC was Rationals, Radicals, Quadratics, and Discrete Mathematics including solving quadratic equations by factoring and using the quadratic formula. Performing set operations such as union and intersection, complement and cross	Utilize Florida Achieves and IXL computer-assisted resources to reinforce and enhance mathematical skills. Provide before-school-tutoring to reinforce skills and strategies learned in their math class.	Math Department Chairperson (Middle School) and Administration	Quarterly assessment reports will be used by teachers to implement data-driven instruction. Conduct weekly grade level meetings to monitor student achievement and modify instruction based on student progress.	Formative: District Interim Data Report Computer Assisted Reports from Florida Achieves. Summative: 2013 Algebra 1 EOC Assessment

1	product and using venn diagrams to explore relationships and patterns. Students have a minimal availability of enrichment activities in the classroom environment. Students need more tutoring in set operations, relationships, and patterns.				

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:	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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	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 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
Differentiated Instruction	K-8	Leadership Team	School Wide	November 6, 2012	Submit activities demonstrating skills learned at workshop.	Administration and PD Liaison
GIZMOS	3-8	District	Math Teachers	November 6, 2012	Submit activities demonstrating skills learned at workshop.	Administration and PD Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Hourly teachers	EESAC	$5,000.00
			Subtotal: $5,000.00
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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

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.	The results of the 2012 FCAT 2.0 Science assessment indicate that 34% of the 5th and 8th Grade students achieved a proficiency Level 3.

Science Goal #1a:	The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th & 8th Grade students achieving proficiency Level 3 by 4 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(155)	38%(171)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 FCAT Science Test for fifth grade were Reporting Category 2-Earth and Space Science and Reporting Category 3-Physical Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Earth and Space and Physical Science. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was Reporting Category 1-Nature of Science. Students need additional exposure to instructional strategies that are linked to increased rigor through inquiry-based learning in Nature of Science.	Provide activities for students, in 5th grade, to 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 hypothesis, data, analysis, explanation of variables, and experimental design. Provide activities for students in 8th grade, to 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 hypothesis, data, analysis, explanation of variables, and experimental design in Nature of Science.	Administrators and Science Department Head	Data from school-based assessments and District Interims will be analyzed monthly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.	Formative: School Based assessments District Interims, Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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	Students require additional opportunities to participate in hands-on science activities. Students need real objects for tactile exploration and recognition of basic scientific concepts.	Students will be provided with objects/ pictures for exploration and identification of key scientific concepts. Students will be provided with hands on experiences in order for them to manipulate and explore actions and outcomes. Students will also be provided with continuous review and practice while learning new science concepts.	MTSS/RtI	Review science journals to demonstrate higher order thinking and real world application. Monitor teacher questioning through classroom walkthroughs and lesson plans.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Science Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 16% of the 5th & 8th Grade students achieved a proficiency Level 4 and 5. The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th & 8th Grade students achieving a proficiency Level 4 and 5 by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(73)	18%(80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 FCAT Science Test for fifth grade were Reporting Category 2-Earth and Space Science and Reporting Category 3-Physical Science. Students need additional support in developing and analyzing information in this area of science according to the 2012 FCAT 2.0 Science Test. The area of deficiency as noted on the 2012 FCAT Science Test for eighth grade was	In 5th grade students will work on Gizmos to enhance inquiry based learning. In 8th grade students will work on Gizmos, FCAT Explorer and science concepts tested on the 2013 FCAT 2.0 to enhance inquiry based learning.	Administrators and Science Department Head	Data from school-based assessments and District Interims will be analyzed monthly by administration to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.	Formative: School Based assessments Districts and Interim assessments. Summative: 2013 FCAT 2.0 Science Assessment.

	Reporting Category 1- Nature of Science. Students need additional support in developing and analyzing information in this area of science according to the 2012 FCAT 2.0 Science 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 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	Students require additional opportunities to participate in hands-on science activities. Students need real objects for tactile exploration and recognition of basic scientific concepts.	Students will be provided with objects/ pictures for exploration and identification of key scientific concepts. Students will be provided with hands on experiences in order for them to manipulate and explore actions and outcomes. Students will also be provided with continuous review and practice while learning new science concepts. Incorporate more thorough and complex labs for students to engage in critical thinking, as well as using GIZMOS during instruction.	MTSS/RtI	Review science journals to demonstrate higher order thinking and real world application. Monitor teacher questioning through classroom walkthroughs and lesson plans.	Formative Assessments: Unique Learning Learning Today Summative Assessments: 2013 Science Florida Alternate 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
GIZMOS	3-8	District	Science Teachers	November 6, 2012	Implementation in lessons.	Administration and PD Liaison.

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
Utilize BrainPop Computer Based Instruction	BrainPop	PTA	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Assessment indicate that 85% of students achieved an achievement Level of 3 or higher. Our goal for the 2012-2013 year is to increase the percentage of students achieving proficiency by 1 percentage point to 86 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(370)	86%(377)

Problem-Solving Process to Increase Student Achievement

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

1	Students require additional instruction in vocabulary to improve their writing skills and increase the usage of supporting details.	Provide opportunities for students to use word webs and word walls to improve vocabulary. Provide exemplary papers which demonstrate specific word choice, clarity and correct usage of supporting details.	Reading Liaison and Administration.	Review monthly writing prompts to assess the exemplary papers.	Formative Assessments: Pre and Post-Writing Assessment. Summative Assessment: 2013 FCAT Writing Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 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	Students need additional instruction in learning how to associate activities with concrete objects/pictures to familiar events to show a preference.	Students will use visuals with sentences to facilitate matching them to an appropriate topic. Students will be able to use picture cards to create sentences and paragraphs on topic. Students will also be allowed to dictate written responses. Students will be provided with continuous repetition and practice while learning new writing concepts.	MTSS/RtI	Review Bi-weekly writing prompts.	Formative Assessment: Learning Today Summative Assessment: 2013 Writing Florida Alternate 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

Writing portfolios	K-5	Proficient Writing teachers from each grade level	K-5 Teachers	Monthly	Monthly Writing Portfolios	Administrative Team

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	According to the 2012 Civics District Interim, 0% of students scored an Achievement Level 3. Our goal for 2012-2013 Civics District Interim is to increase the number of Level 3 students by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(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	Students require more exposure to Primary Source documents previous to entering the seventh grade.	Provide activities that allow students to interpret primary and secondary sources of information.	Social Sciences Department Head and Administrators	Monthly walkthroughs and projects as well as teacher review of assessment data to adjust instruction as needed.	Formative: Quarterly Civics Assessments Summative: District Interims

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:	According to the 2012 Civics District Interim, 0% of students scored an Achievement Level 4 or 5. Our goal for 2012-2013 Civics District Interim is to increase the number of Level 4 & 5 students by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(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	Students require more exposure to content specific vocabulary.	Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Social Sciences Department Head and Administrators	Administration and department head will review assessment data to adjust instruction as needed.	Formative: Quarterly Civics Assessments Summative: District Interims

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Training	Social Studies Department	District Personnel	Social Science Teachers	September 25, 2012	Review Quarterly data	Administration
Testing Changes	Civics	Jackie Viana	Civics Teachers	February 1, 2013	Review Quarterly Data	Administration

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Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Data from the 2011-2012 school year indicates that the average daily attendance rate was 96.96%. Our goal for this year is to maintain attendance at 97.46 % 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), and excessive tardiness (10 or more) to 318 and 227 respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.96% (1862)	97.46% (1871)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
335	318
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
239	227

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to provide reasons for unexcused absences. Due to the distance between both campuses, students struggle with arriving to school on time.	Provide incentives for homerooms with 5 consecutive days of 100% that include dress down passes, Middle School dances, and celebrating the classes on morning announcements. Counselors contact the parents regarding their	Administration and attendance committee	Check attendance rate daily	Logs and attendance rosters.

		options regarding tardies and absences.			

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

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

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

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Elementary students that have 100% attendance in a given month can wear jeans with their uniform shirts on a specified Friday.	N/A	N/A	$0.00
Middle School students that have 100% attendance in each quarter will be able to participate in quarterly dances.	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
	Data from the 2011-2012 school year indicates that

1. Suspension Suspension Goal #1:	there were 60 in-school suspensions and 14 out-of-school suspensions. Our goal for the 2012-2013 school year is to decrease the total number of in-school suspensions and out of school suspension by 7.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
60	54
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
52	47
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14	13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	11

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school has limited alternatives to indoor and outdoor suspensions Students need to learn tolerance and appropriate socialization skills and the student code of conduct.	Students will be provided with counseling sessions to explore behavior modification. Counseling sessions to learn behavior management and appropriate behavior in the school setting. School Counselor will contact parent of suspended students to build an understanding of the student code of conduct.	Administration	Monitor Parent's Communication Log for evidences of communication with parents of student who have been suspended.	Parent Communication Log and Parent Sign-in Log.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Management Lessons	All grade levels	Counselors	Students	During monthly grade level presentations	Monitor student behavior.	Counselors

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2011-2012, 71% (1451) of parents participated in parental workshops and activities. In 2012-2013, our school will strive to increase parental involvement to at least 80% (1525).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
71%(1451)	80%(1525)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent workshops/	Provide alternative	Administrative	Attendance log Sign-in	Needs-

1	activities are scheduled only after school between 6 and 7.	times for Parent workshops such as morning, afternoon, or Saturdays.	Team Grade Levels Counselors	sheets	Assessment survey Evaluation survey

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

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

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

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the number of students in grades 4th- 8th participating in the in-house and District science and engineering fair.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional exposure to produce individual science fair projects. Students need additional reinforcement in understanding bridge specifications in order to apply and create bridges for the 2012 International Bridge Competition.	Students are taught the scientific process and how to use on-line resources to do research and gather appropriate data from results. Parents are provided with workshops that teach them the scientific process and learn how to use power point presentations. Engineer is invited to speak to parents, teachers and students about bridges and the specifications on the international bridge competition rules. Teachers reinforce scientific method, data collection and inquiry activities with-in instruction.	Science Department Head (Middle School) and Science Teachers	Teachers will evaluate students' science experiments and bridges. In-house science fair to determine top projects per grade level. Bridges that meet specs will be tested for their efficiency	Science Fair judging. District Science and Engineering results. The students in grades will participate in the 2013 South Florida Science and Engineering Fair

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
Bridge Competition workshop	7th – 8th grade Science	Science Department Head/ Engineer	Opened to parents, students and teachers.	One night workshop after International Bridge Competition Specs are released	Checking bridge plans and efficiency of bridges	Science Department Head/ Science Teachers
Science experiment workshop.	Science/4th-8th grade	Science Department Head	Opened to all parents in grades 4th -8th	One night workshop	Checking parts to scientific method	Science Department Head/ Science Teachers

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:	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
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	Tutoring	Hourly Teachers	Donation from the Town of Miami Lakes	$5,000.00
Mathematics	Tutoring	Hourly teachers	EESAC	$5,000.00
Attendance	Elementary students that have 100% attendance in a given month can wear jeans with their uniform shirts on a specified Friday.	N/A	N/A	$0.00
Attendance	Middle School students that have 100% attendance in each quarter will be able to participate in quarterly dances.	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
				Subtotal: $10,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Utilize BrainPop Computer Based Instruction	BrainPop	PTA	$2,000.00
Parent Involvement				$0.00
				Subtotal: $2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement				$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement				$0.00
				Subtotal: $0.00
				Grand Total: $12,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/11/2012)

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
FCAT Tutoring	$6,310.00

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

The committee will meet and have monthly meetings to discuss expenditures of school based and EESAC budgets. At each EESAC meeting, the committee will review the SIP and the progress being made toward the School Goal. The Committee will also review past plans of Parental Activities and suggest ideas for future activities as deemed necessary.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District
BOB GRAHAM EDUCATION CENTER
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	86%	59%	307	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	68%	72%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	71% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
BOB GRAHAM EDUCATION CENTER
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	92%	50%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	72%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	62% (YES)			125	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					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested