FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LINCOLN-MARTI CHARTER SCHOOLS HIALEAH CAMPUS

District Name: Dade

Principal: Martin Anorga

SAC Chair: Katrina Perez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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)
Assis Principal	Elena Garcia	Working on her B.A. in Women Studies and Masters in Educational Leadership. (Awaiting a Masters in Educational Leadership)	3	3	'12 '11 AYP School Grade A A Y High Standards- Rdg 56 60 Y High Standards- Math 54 58 Y Lrng Gains- Rdg¬ 78 79 Lrng Gains- Math 74 77 Gains-R-25 76 87 Gains-M-25 79 87 2009-2010 Lincoln Marti Private School Teacher 2006-2009 Full-Time Student
Principal	Charity Moreno	B.A. Degree in Secondary Mathematics Education, (Awaiting a Masters in Educational Leadership)	1	2	'12 School Grade A High Standards- Rdg 43 High Standards- Math 50 Lrng Gains- Rdg¬ 83 Lrng Gains- Math 87 Gains-R-25 83 Gains-M-25 95 2004-2009 Sears Telemarketing

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
TBA					

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. Provide continuous support within the classrooms.	Administrators and coaches	June 7, 2013	
2	2. Opportunities will provide for teachers in order to allow ownership of school projects and collaboration with each other.	Administrators	June 7, 2013	
3	3. Regular meetings with the faculty to plan and evaluate courses.	Principal	June 7, 2013	
4	4. Teachers will participate in on-going professional development.	Principal, Assistant Principal, and Coaches	June 7, 2013	
5	5. Teachers will have common planning/collaboration on a regular basis.	Principal, Team Leaders, and Coaches	June 7, 2013	
6	6. Teachers will meet for Learning Team Meetings on a rotational basis.	Principal, Assistant Principal, and Coaches	June 7, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10 % (3) staff members are teaching out of field. 6% (2) staff members were issued an ESOL waiver.	Provided teacher with practice material for subject area exam. Provided teacher with information on how to register for subject area exams. Professional development provided by the District in areas determined through upcoming classroom walkthroughs.

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
29	20.7%(6)	72.4%(21)	6.9%(2)	0.0%(0)	6.9%(2)	82.8%(24)	10.3%(3)	0.0%(0)	65.5%(19)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marlen Pol	Gisela Sanz	Experienced teacher in same grade level/subject area. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Emelia Garces	Sarica Oates	Experienced teacher in same subject area. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Common planning, and co-teaching implementing different strategies.
Mercedes Romero	Marlene Luaces	Experienced teacher in subject area. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Common planning, and co-teaching implementing different strategies.
Ivonne Corcho	Monica Delgado	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Carmen Oramas	Vanessa Quintana	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
		Experienced teacher in same grade level.	

Amaya Morales	Sashja Gonzalez	Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, and Spanish, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-8)
• parent outreach activities (K-8) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-8)
• reading and supplementary instructional materials(K-8)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-8, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RTi is an extension of the school's leadership team, strategically integrated in order to support the administration through a process of problem solving as available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. MTSS/ RtI is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of leadership team at grade level, subject area, and intervention group, problem solving.
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's leadership team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School Reading and Math specialist
• Special Education personnel
• School Guidance counselor
3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and support designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in additional to and in alignment with effective core instruction and behavioral supports to group of targeted students who need additional instructional and/pr behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and students growth as measured by benchmark and progress monitoring data. The RtI four step problem identification, problem analysis, intervention implementation, and response evaluation.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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 meetings every nine weeks. 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.

4. The leadership team will consider data the end of year Tier 1 problem solving.

MTSS Implementation

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

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

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Reading Plus 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
• Office referrals per day per month
• Team climate surveys
• Attendance
3. Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development will include:

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

Describe the plan to support MTSS.

> The district support will include
> 1. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
> 2. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The literacy leadership team is comprised of the following members: Charity Moreno-Principal, Elena Garcia-Assistant Principal, Katrina Perez- ESOL Teacher, Jacqueline Martinez-Counselor, Amaya Morales- 1st grade teacher, Vanessa Quintana, IR/Middle School Teacher, and TBA-Reading Coach.

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

> A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:
>
> The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team and meet at least once a month.
>
> The principal selected team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach will be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
>
> Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

> The Literacy Team will focus on improving student achievement to increase FCAT and SAT scores through daily use of Reading Comprehension Program, technology based resources such as: the Voyager program, Reading Plus, Ticket to Read, FCAT Explorer, and differentiated instruction. The team will attend professional developments and disseminate new information to instructional staff.

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.

> Lincoln Marti Charter Schools will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. We will

assist with the transition from early child hood programs to our school by conducting orientation meetings for parents and guardians. Policies, procedures, and curriculum are explained and discussed at this orientation. Parent-Teacher handbooks are provided to parents as a resource guide for the school year. Teachers provide an orientation at Open House and conduct parent conferences, as needed throughout the school year. Monthly parent workshops are also offered to provide information on how parents can assist their children with the learning process and on the resources available in Miami-Dade County Public schools. Prior to entering kindergarten, the oral Language Proficiency Test is administered to determine language proficiency. FLKRS and FAIR assessments are used to determine social skills, student readiness, and reading skills. The FAIR Assessment is administered at the beginning of the year, and to monitor progress midyear and at the end of the year. Peabody and CELLA are administered at the end of the year. The results of these assessments are monitored through data analysis meetings, observations, classroom walk-though, and regular weekly benchmark assessments.

*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.

Lincoln Marti Charter Schools is providing middle school students with an enriched curriculum to prepare them for high school and college. Students are encouraged to take courses that are most challenging for their level by their teachers and administrators.

Professional development and trainings will be provided for teachers to refine and enhance their most creative teaching strategies, such as the use of visuals and manipulative, differentiated instruction to meet all student needs, the use of graphic organizers and other visual aids, CRISS strategies, and the use of a motivational and assertive discipline system.

Teachers will use innovative ideas and differentiated instruction to incorporate reading strategies into all the subjects.

Administrators will monitor the implementation to visit classrooms and observe teachers throughout the curriculum to insure resources are being used daily and discuss data findings.

*High Schools Only

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

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

NA

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

NA

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The result of the 2012 FCAT reading test indicates that 26% (49) of students achieved Level 3. Our goal for the 2012-2013 school year is to increase student proficiency By 1 percentage points to 27% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (49)	27% (51)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT 2.0 Reading Assessment revealed that reporting category 1: Vocabulary is the targeted area.	Students should be able to distinguish literal from figurative interpretations. Other useful instructional strategies include: • vocabulary word maps; • word walls; • instruction in different levels of content-specific words (shades of meaning); personal dictionaries; • engaging in affix or root word activities. All students will be able to participate in before school, after-school and Saturday tutorials and engage in Reading Plus, FACT Explorer. 30 min intervention time will be added to all students schedules utilizing Voyager Passport. 3rd Grade: Teaching reading strategies that help build their general knowledge of words and word relationships, students determine meanings of words by using context clues, practice in recognizing word relationships and identifying the multiple meanings of words as well as word parts. 4th Grade: More	Administration, and Literacy/Leadership Team	Administration and the Leadership Team will monitor student progress through Reading Plus and FCAT Explorer on a monthly basis. Instruction will be modified as needed.	Formative: Mini Assessments, tutorial assessments, EduSoft Reports, Projects and reports from Reading Plus and FCAT Explorer. Summative: 2013 FCAT Reading Test 2.0

instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. 5th Grade: Contextual analysis activities that aim to build word knowledge and contextual analysis skills, vocabulary mastery, and predictive and inferential abilities will be provided through Reading Plus and FCAT Explorer.	

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The result of the2012 FCAT reading test indicates that 28% (53) of students achieved levels 4and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the amount of students who achieved a level 4 and 5at 28% (53).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (53)	28% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Curriculum and	RtI Process will account	Principal, NAEP	RtI meetings and	RtI Records,

1	Instruction may not provide rigor necessary to challenge students and promote learning gains with level 4 and 5 students	for higher achieving students and teachers will be responsible for making appropriate academic adjustments to meet needs of this group	Consultants	classroom observations, along with monitoring of data will ensure that needs are met for this group	classroom grades and summative data
2	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text and Research Process.	Students will use real world documents such as, how to articles, brochures, fliers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach. Contextual analysis activities that aim to build word knowledge and contextual analysis skills, vocabulary mastery, and predictive and inferential abilities will be provided through Reading Plus. Implement a rotation schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments.	Administration and the Literacy/Leadership Team	Administration and the Leadership Team will monitor student progress by reviewing student portfolios, interactive journals, writing prompts, Reading Plus Reports, conduct classroom walkthroughs and instruction will be adjusted when data is not reflecting effective use of strategies on a monthly basis.	Formative: Mini Assessments, tutorial assessments, EduSoft Reports, FAIR Assessment, Projects and Reading Plus Reports. Summative: 2013 FCAT Reading Test 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The result of the 2012 FCAT reading test indicates That 78% (107) of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 83% (113).

2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (107)	83% (113)

Problem-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 2012 FCAT 2.0 Reading Assessment revealed that Reporting Category 1: Vocabulary.	Students should be able to distinguish literal from figurative interpretations. Other useful instructional strategies include: • vocabulary word maps; • word walls; • instruction in different levels of content-specific words (shades of meaning); personal dictionaries; • engaging in affix or root word activities. All students will be able to participate in before school, after-school and Saturday tutorials 30 min intervention time will be added to all students schedules utilizing Voyager Passport. 3rd Grade: Teaching reading strategies that help build their general knowledge of words and word relationships, students determine meanings of words by using context clues, practice in recognizing word relationships and identifying the multiple meanings of words as well as word parts. 4th Grade: More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. 5th Grade: Contextual analysis activities that aim to build word knowledge and contextual analysis skills, vocabulary mastery, and predictive and inferential abilities will be provided through Reading Plus and FCAT Explorer.	Administration and Leadership Team	Administration and the Leadership Team will meet every 9 weeks to discuss data results from technology-based tutoring programs; Voyager, Reading Plus and FCAT Explorer in order to confer how students' needs are being addressed. Instruction will be adjusted as necessary.	Formative: Mini Assessments, tutorial assessments, EduSoft reports, FAIR Assessment, Projects and reports from Reading Plus and FCAT Explorer. Summative: 2013 FCAT 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The result of the 2012 FCAT reading test indicates That 76% (27) of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 81% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (27)	81% (29)

Problem-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 2012 FCAT Reading Assessment revealed that Content 1: Vocabulary and content 4 informational text and research process are the targeted areas.	30 min intervention will be automatically added to elementary school schedule utilizing Voyager Passport during that time teacher will focus on the areas of Vocabulary and Informational text and research process. Students will be taught reading strategies including word recognition, word relationships, identifying multiple meaning words, phrases, expressions, root and affixes, synonyms and antonyms, and word context to help determine meanings as well as	Administration and the Leadership Team and MTSS/RtI Team	Administration and the RtI Team will take part in monthly Data Chats and common planning to review student differentiated instructional groups. Voyager check points and Ongoing Progress Monitoring. Instruction will be adjusted as necessary.	Formative: Mini Assessments, tutorial assessments, EduSoft reports, FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus Summative: 2013 FCAT Reading Test 2.0

| | | • reciprocal teaching;
• opinion proofs;
• note-taking skills;
• summarization skills;
• QARs
• Encouraging students to read from a wide variety of texts.

Including the use of other resources like Voyager, Reading Plus, and FCAT explorer.

Students will also have the opportunity to participate in extended day and Saturday tutorials as well as early bird. | | | |

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 2011-17 is to reduce the percent of non-proficient student by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 18% (2) of Black made satisfactory progress in reading. Our goal is to increase this percentage by 4 percentage points to 29% (3). The results of the 2012 FCAT Reading Test indicate that 18% (2) of students in the Black subgroup made satisfactory progress in reading. Our goal is to increase this percentage by 11 percentage points to 29% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 59% (103) Black: 18% (2)	Hispanic: 63% (110) Black: 29% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of eficiency as noted on the 2012 administration of the FCAT 2.0 Reading est was Reporting Category 1- Vocabulary.	Provide opportunities for students to participate in pre-reading activities that include the use of concept maps, Word Attack, vocabulary box, and word walls to help build their general knowledge of word meanings, relationships, and vocabulary.	RtI Team, Leadership Team Administration	Ongoing classroom assessment/observations will be conducted by administration as well as review of bi-weekly formative data reports to ensure progress is being made and adjust instruction as needed.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus Summative: 2013 FCAT Reading Test

					2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 45% (5) of students in the Students with Disability subgroup made satisfactory progress in reading. Our goal is to increase this percentage by 9 percentage points to 54% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5)	54% (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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1- Vocabulary.	Provide opportunities for students to participate in pre-reading activities that include the use of concept maps, Word Attack, vocabulary box, and word walls to help build their general knowledge of word meanings, relationships, and vocabulary.	RtI Team, ESE Coordinator, Administration	Ongoing classroom assessment/observations will be conducted by administration as well as review of bi-weekly formative data reports to ensure progress is being made and adjust instruction as needed.	Formative: Mini Assessments, tutorial assessments, interim assessments, Edusoft reports , FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus Summative: 2013 FCAT Reading Test 2.0

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

5E. Economically Disadvantaged students not making	

satisfactory progress in reading. Reading Goal #5E:	NA

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	K-8	Reading Plus Representative	Reading Teachers	August 13, 2012	Monitor student progress on a monthly basis.	Administration/ Reading Coach
Differentiated Instruction	K-8	Reading Coach and/or PD Portal	School-wide	August 13, 2012	Monitoring lesson plans and classroom walkthrough	Administration/ Reading Coach
Search and Destroy	K-8	Reading Coach and/or Charity Moreno, Principal	School-wide	September 26, 2012	Evident in student folders	Administration/ Reading Coach
Common Core Strategies	K-8	PD Portal	School-wide	October 26, 2012	Evident in student folders, lesson plans, and classroom walkthroughs	Administration/ Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Direct Instruction	Houghton Mifflin Reading	OPERATIONAL FUNDS	$500.00
Tutoring	FCAT Reading	OPERATIONAL FUNDS	$100.00
Tutoring	Reading Plus	OPERATIONAL FUNDS	$8,235.00
Intervention	Florida Coach Series and Library Books	SAC FUNDS	$1,500.00
			Subtotal: $10,335.00
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
Coaching	Substitute coverage for teachers to attend training	OPERATIONAL FUNDS	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,935.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The Results of the 2011-2012 administration of the CELLA indicates that 43% (56) of students achieved in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

43% (56)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty comprehending the question asked as well as putting the ideas together when answering.	The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Students will work in groups where they will work with students who have common needs, such as reinforcement or enrichment. Think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text. This will allow them to develop their skills implicitly, by simply	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as brainstorming, cooperative learning, and modeling. Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress. Instruction will be adjusted as necessary.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus. Summative: 2013 CELLA Reports.

	doing a lot of reading of all sorts of texts.	

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 2011-2012 administration of the CELLA indicates that 35% (45) of students achieved in Reading.

2012 Current Percent of Students Proficient in reading:

35% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was vocabulary and lack of prior knowledge.	Teachers will use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers will be used before presenting a reading passage. The Comprehensive Research-based Reading Plan (CRRP) task cards will be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted.	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies such as differentiated instruction, cooperative learning and Reciprocal Teaching. Administrators, ESOL Coordinator, and Reading Coach will use data collected from Edusoft Reports, mini assessments, and tutorial assessments to monitor students' progress. Instruction will be adjusted as necessary.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment, Projects and reports from Voyager Passport and Reading Plus. Summative: 2013 CELLA Reports and 2013 FCAT Reading Test 2.0

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

3. Students scoring proficient in writing. CELLA Goal #3:	The Results of the 2011-2012 administration of the CELLA indicates that 35% (45) of students achieved in Writing.

2012 Current Percent of Students Proficient in writing:

35% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was writing structure.	Organizers will be used to allow for the information to be written or drawn. This allows students with different levels of	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will meet on a monthly basis to monitor the effective use of ESOL strategies	Formative: Mini Assessments, tutorial assessments, Edusoft reports, FAIR Assessment,

| 1 | | language proficiency to use them effectively.

Students will write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Spelling strategies will be used as ways that students focus on the conventions of the written language. | | such as graphic organizers, process writing, and spelling strategies. Administrators, ESOL Coordinator, and Reading Coach will use data collected from Edusoft reports, mini assessments, and tutorial assessments to monitor students' progress. Instruction will be adjusted as needed. | Projects and reports from Voyager Passport and Reading Plus.

Summative: 2013 CELLA Reports and 2013 FCAT Writing Test |

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	Hampton Brown's Inside	OPERATIONAL FUNDS	$5,000.00
Intervention	Reading Books	SAC FUNDS	$200.00
			Subtotal: $5,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,200.00

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 result of the 2012 FCAT Mathematics Test indicates that 32% (60) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by1 percentage points to 33% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (60)	33% (62)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category 1- Geometry and measurement is the target area.	Provide opportunities for students to explore geometric and measurement concepts utilizing manipulative and engaging in grade level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, and classifying, building, drawing, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context. Technology and manipulative resources provided by the Go Math series that focus on manipulating measurement concepts such as height, length, width, etc. and applying them to real-world math problem. Children will access online enrichment programs such as Think Central, FCAT Explorer, and Fl Achieve to increase understanding of measurement and geometry taught by teacher.	Administration and Leadership Team	Administration and the Leadership team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Administrations will conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central, FCAT Explorer, and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 20% (38) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 21% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (38)	21% (40)

Problem-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	Curriculum and Instruction may not provide rigor necessary to challenge students and promote learning gains with level 4 and 5 students	RtI Process will account for higher achieving students and teachers will be responsible for making appropriate academic adjustments to meet needs of this group	Principal, NAEP Consultants	RtI meetings and classroom observations, along with monitoring of data will ensure that needs are met for this group	RtI Records, classroom grades and summative data
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category 1- Geometry and measurement is the target area.	Providing enrichment activities and rigorous strategies for problem solving in the content area of math. Provide alternative learning methods that include manipulative and technology. School will also incorporate SCEME school wide and preparation for the Annual Bowl Mathematics Competition.	Administration and the Leadership Team	Administration and the Leadership team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Manipulative and hands-on activities appear in lesson plans on a weekly basis. Administration will	Formative: Biweekly assessments and District Interim Data reports Summative: 2013 FCAT Math Test 2.0

				conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 75% (102) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5 percentage points to 80% (109).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (102)	80% (109)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Reporting Category 1- Geometry and measurement is the target area.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Administration and the Leadership team	Teacher observation of lessons, lesson plans, and student monitoring techniques. Meet with teachers review lesson plans student work. Instruction will be adjusted as necessary.	Formative: Biweekly assessments and District Interim Data reports Summative: 2013 FCAT Math Test 2.0

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 79% (28) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 5 percentage points to 84% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (28)	84% (29)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category-Geometry and measurement as well as fractions is the target area.	Teacher will provide whole group instruction through the gradual release model that will expose students to real world problems aligned to the NGSSS and pacing guide that will expose them to the targeted categories. Teacher will also provide differentiated instruction. Students will use manipulative, re-teach from the Go Math! Series, intervention from Go Math! And VMath. In addition to the use of technology program such as think central, Fl	Administration and MTSS/RtI Team	Administration and the RtI team will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Administration will conduct monthly grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central VMath and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

Achieves, FCAT Explorer, VMath. Students will also have the opportunity to participate in before and after-school tutorials as well as Saturday tutoring. FCAT Coach Series will be utilized on a daily basis.	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-17 is to reduce the percent of non-proficient student by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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

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

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 36% (4) of students in the Students with Disability subgroup made satisfactory progress in mathematics. Our goal is to increase student proficiency in this subgroup by 34 percentage points to 70% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	70% (7)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category-Geometry and measurement as well as fractions is the target area.	Students will be provided with appropriate grade level activities aligned with the NGSSS and pacing guides that help the students develop a better understanding in the area of deficiency. Teachers are to use all the ESE strategies necessary in her classroom and required on IEP ex. visuals, manipulative, modeling, extended time, etc. Also provide native language dictionary and clarification to the student in their native language. Teacher will also follow the gradual release model in her classroom. In addition to the use of technology program such as think central, Fl Achieves, FCAT Explorer, VMath. Students will also have the opportunity to participate in before and after-school tutorials as well as Saturday tutoring.	Administrator and ESE Coordinator	Ongoing classroom assessment/observations will be conducted by administrations and review of bi-weekly formative data reports will take place to ensure progress is being made and adjust instruction as needed.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

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

5E. Economically Disadvantaged students not making	

satisfactory progress in mathematics. Mathematics Goal #5E:	NA		

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 result of the 2012 FCAT Mathematics Test indicates that 32% (60) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 33% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (60)	33% (62)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Reporting Category- Geometry and measurement is the target area.</td><td>Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level</td><td>Administration and Leadership Team</td><td>Administration will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.

Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.</td><td>Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves.

Summative: 2013 FCAT Math Test 2.0</td></tr>
</table>

| 1 | | objectives and essential content.

To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulative) will aid the variety of learning styles.

Provide visual stimulus to develop students' spatial sense.

Provide students with opportunities to investigate geometric properties.

Differentiate instruction for students.

Solve simple problems involving rates and derived measurements for such attributes as velocity and density.

Opportunities for the students to participate in extra curriculum activities such as SECME, Annual Math Bowl competition.

Use of Technology
Use virtual manipulative to explore area and perimeter of two-dimensional figures.
National Library of Virtual Manipulatives | | | | |

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 20% (38) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 21% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (38)	21% (40)

Problem-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	Curriculum and Instruction may not provide rigor necessary to challenge students and promote learning gains with level 4 and 5 students	RtI Process will account for higher achieving students and teachers will be responsible for making appropriate academic adjustments to meet needs of this group	Principal, NAEP Consultants	RtI meetings and classroom observations, along with monitoring of data will ensure that needs are met for this group	RtI Records, classroom grades and summative data
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category 1- Geometry and measurement is the target area.	DDevelop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. Provide students with opportunities to investigate geometric properties. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Use virtual manipulative to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulative.	Administration and the Leadership Team	Administration will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 75% (102) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5 percentage points to 80% (109).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (102)	80% (109)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Reporting Category 1- Geometry and measurement is the target area.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Administration and the Leadership team	Administration will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	

Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 79% (28) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 5 percentage points to 84% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (28)	84% (29)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Reporting Category- Geometry and measurement as well Fractions: Ratios, Proportional relationships, and Statistics are the target area.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Geometric Knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Administration, the Leadership Team, and MTSS/RtI Team	Administration will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Middle School Mathematics Goal # Our goal from 2011-17 is to reduce the percent of non-proficient student by 50%.

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 36% (4) of students in the Students with Disability subgroup made satisfactory progress in mathematics. Our goal is to increase student proficiency in this subgroup by 34 percentage points to 70% (7).

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	36% (4)		70% (7)		

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math 2 Test was Reporting Category-Geometry and measurement as well as fractions is the target area.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulative) will aid the variety of learning styles. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Solve simple problems involving rates and derived measurements for such attributes as velocity and density. Use of Technology Use virtual manipulative to explore area and perimeter of two-dimensional figures. National Library of Virtual Manipulative Before, after-school, and Saturday tutorials will be	MTSS/RtI Team, ESE Coordinator, Administration	Administration will review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Mini Assessments, tutorial assessments, Edusoft reports, Projects and reports from Think Central and Florida Achieves. Summative: 2013 FCAT Math Test 2.0

		provided to all students.			

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	

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

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

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

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">

Problem-Solving Process to Increase Student Achievement

</div>

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K-8	District	School Wide	September 26, 2012	Monitor through classroom observations and lesson plans.	Administration
Common Core	K-8	District PD Portal	School-wide	September 17, 2012	Monitor through classroom observations and lessons plans.	Administration
VMATH	K-8	District	School Wide Math Teachers	October 26, 2012	Monitor through student VMath activities, lesson plans, and classroom observation.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Ladders to Success	OPERATIONAL FUNDS	$1,000.00
Differentiated Instruction	Go Math Florida 2012	OPERATIONAL FUNDS	$1,000.00
			Subtotal: $2,000.00
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
Coaching	Substitute coverage for teachers to attend training.	OPERATIONAL FUNDS	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,600.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 38% (25) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 41% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (25)	41% (27)

Problem-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 2012 FCAT Science Assessment revealed that Reporting Category 1: Nature of Science in elementary is targeted area.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Provide opportunities for students to experience the scientific method by	Administration and the Leadership Team	Administration and the Leadership Team will monitor student process and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis.	Formative: School based assessment and Edusoft reports Summative: 2013 FCAT Science Test 2.0

| | | participating in an Elementary Science Fair.

Provide opportunities for teachers to expose students to literacy in the science classroom in order for to enhance scientific meaning through writing, talking, and reading science.

Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. | | | |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | The 2012 FCAT Science Assessment revealed that Reporting Category 2: Earth and Space Science in Middle school is the targeted area. | Provide opportunities for students to relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

Emphasize instruction of the water cycle with an emphasis on process that occur over time (e.g. moon phases, seasons, erosions, weathering, watercycle).

Provide opportunities for teachers to expose students to literacy in the science classroom in order for to enhance scientific meaning through writing, talking, and reading science. | Administration and the Leadership Team | Administration and the Leadership Team will monitor student process and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis. | Formative: School based assessment and Edusoft reports.

Summative: 2013 FCAT 2.0 Science Test 2.0 |

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

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

Science Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science test indicate that 18% (12) of students achieved proficiency (Level 4 and 5). Our goal is to increase student proficiency by 2 percentage points to 20% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (12)	20% (13)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Curriculum and Instruction may not provide rigor necessary to challenge students and promote learning gains with level 4 and 5 students	RtI Process will account for higher achieving students and teachers will be responsible for making appropriate academic adjustments to meet needs of this group	Principal, NAEP Consultants	RtI meetings and classroom observations, along with monitoring of data will ensure that needs are met for this group	RtI Records, classroom grades and summative data
2	The area of weakness is Reporting Category 1: Nature of Science. This indicates students are challenged to think critically about the scientific process. This includes but is not limited to making predictions, collecting data, analyzing data, drawing conclusions, and designing experiments to test predictions.	Provide challenging activities for students 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 hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science. Use of technology such as GIZMO, Thinking central, Discovery ED.	Leadership Team	Leadership Team will monitor student process and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis.	Formative: School based assessment, GIZMOS, Think Central, Discovery Education, and Edusoft reports. 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K-8	District	School-wide	September 17, 2012	Monitoring Lesson plan, classroom observation and student activities	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Scott Foresman Science 2011 Holt Mcdougal Science Fusion Florida Coach Standards Based Instruction	OPERATIONAL FUNDS	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching	Substitute coverage for teachers to attend training.	OPERATIONAL FUNDS	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Printer materials for teachers and students	OPERATIONAL FUNDS	$500.00
			Subtotal: $500.00
			Grand Total: $2,600.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2012 FCAT writing test indicates That 85% (56) of students achieved level 3 and higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 3 and higher by 1 percentage point to 86% (57).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (56)	86% (57)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The 2012 FCAT Writing Assessment revealed that Revising is the targeted area.	Have students use revising/editing charts, teacher conferencing, or peer editing by: • evaluating a draft for the use of ideas and content, • rearranging words, sentences, and paragraphs, • Use 4 square writing After-school and Saturday Tutorials will be provided.	Reading Coach and Administration	Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis. Instruction will be adjusted as necessary.	Formative: In house bi-weekly prompts and Edusoft reports. Summative: 2013 FCAT Writing test
2	The 2012 FCAT Writing Assessment revealed that Editing for Language Conventions is the targeted area.	Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by: • using left to right progression and sequencing, • utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations Writing across the curriculum will be implemented. After-school and Saturday Tutorials will be provided.	Reading Coach, Administration	Reading Coach and Administration will monitor data from district writing assessment, mid-year writing assessment and ongoing classroom writing assessments on a bi-weekly basis.	Formative: In house bi-weekly prompts, and Edusoft reports. Summative: 2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum (4 Square Writing Process)	1st-8th	Charity Moreno	K-8th	August 16, 2012	Monitored through students writing and lesson plans	Administration and Reading Coach
Taking Bite out Common Core w/ Discovery Ed Mid Lang Arts	3, 4, 7, & 8 grade	District	3, 4 7, & 8 grade teachers	September 17, 2012	Monitored through students writing and lesson plans	Administration and Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Structuring and refining	Write Source, Florida Coach Standards Based Instruction	OPERATIONAL FUNDS	$1,000.00
		Subtotal: $1,000.00	
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
Coaching	Substitute coverage for teachers to attend training.	School	$600.00
		Subtotal: $600.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Printable materials for teachers and students	OPERATIONAL FUNDS	$500.00

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The result of the 2012 administration of the Civics Baseline Assessment indicates that 0% (0) of students achieved level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 3 by 10 percentage points to 10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (2)

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have demonstrated difficulty interpreting primary and secondary sources of information. Students have demonstrated difficulties with expository writing.	Teachers will allow the students to interpret primary and secondary sources of information. Teachers will use the interdisciplinary approach, where students will be provided with opportunities to write to inform and explain different topics related to civics.	Administration, Civics Lead Teacher.	Administration will meet to discuss monthly school generated assessments in order to monitor students' progress and to adjust the instructional focus as necessary.	Formative: Biweekly assessments and Edusoft reports. Summative: Results from the 2013 District Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The result of the 2012 administration of the Civics Baseline Assessment indicates that 0% (0) of students achieved level 4 and 5. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 4 and 5 by 10 percentage points to10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (2)

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have demonstrated difficulty	Teacher will enrich the civic lessons by	Administration, Civics Lead	Administration will meet to discuss monthly	Formative: Biweekly

| 1 | with persuasive writing. | providing the students with opportunities to examine opposing points of view on a variety of issues. Debates will be used to allow the students to examine the pros and cons of different topics. | Teacher | school generated assessments in order to monitor students' progress and to adjust the instructional focus as necessary. | assessments and Edusoft reports.

Summative: Results from the 2013 District Spring Assessment |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum (4 Square Writing Process)	1st-8th	Charity Moreno	K-8th	August 16, 2012	Monitored through students writing and lesson plans	Administration and Reading Coach

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Civics, Economics and Geography by McGraw Hill	OPERATIONLA FUNDS	$2,961.90
			Subtotal: $2,961.90
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,961.90

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:	During the 2012 school year students demonstrated a 95.1% (342) rate. Our goal for the 2012-2013 year is to increase student attendance to 95.6% (344) by reducing illness-excused absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.1% (342)	95.6% (344)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
122	116
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
91	86

Problem-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	Illness-excused absences were noted to be higher than the average. Parents seem to be unaware of the impact attendance can have on student performance.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Student incentives such as, perfect attendance monthly classroom celebrations and award assemblies for student recognition will be scheduled.	Administration and school Counselor	Administration will monitor school's environment and ascertain that health education and health prevention strategies are implemented throughout the school year. Necessary adjustments will be made.	Attendance Rosters
2	Parents were unaware of the impact excessive tardies can have on student achievement. Consequences were not enforced accordingly to alleviate tardiness.	Plan to target students who are consistently late was established and will be enforced accordingly.	Administration and school Counselor	Administration and counselor will monitor school's attendance roster on a weekly basis.	Attendance rosters

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2012 school year in-school suspensions totaled16. Our goal for the 2012-2013 school year is to decrease student in-school suspensions to 14 students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

16		14

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11	10

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There were not enough opportunities to recognize students for positive behavior.	Utilize the student code of conduct by providing incentives for compliance through the use of Elementary and Secondary recognition of success in behavioral status.	Administration, Counselor	Administration and counselor will monitor reports on outdoor and indoor suspension on a monthly basis. Provide positive reinforces to encourage exceptional behavior. Adjustments will be made as needed.	Participation logs for students who are recognized for complying with the student code of conduct. (Student of the month, student caught doing the right thing, and other good citizenship student behavior alongside SCAMS.

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal is to increase the number of students participating in the Science FAIR to 89% (298). The purpose is to encourage participation in science, to develop their inquiry and investigation skills, and to enhance children's pride in completing research projects.

Problem-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 challenged to think critically about the scientific process. This includes but is not limited to making predictions, collecting data, analyzing data, drawing conclusions, and designing experiments to test predictions.	Provide challenging activities for students 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 hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science. Use of technology such as GIZMO, Thinking central, Discovery ED.	Science Lead Teacher, Administration, Leadership Team	Administration and the Leadership Team will monitor student progress and the effectiveness of program delivery using data from intervention program and assessments on a bi-weekly basis. Instruction will be adjusted as needed.	Formative: School based assessment and Edusoft reports. School wide science fair projects, GIZMOS, Discovery Education, and Think Central.. Summative: 2013 FCAT Science Test

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
STEM Practices infused in daily lesson	6th – 8th / Science	Administration	School-wide	September 2012	Monitor consistency of STEM Practices in daily lessons.	Administration, Science Lead Teacher

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
Increase student participation	Student Incentive	OPERATIONAL FUNDS	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal is for 50% of students to participate. Teachers will be trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement. Teachers will be trained in Project Based Learning instructional frameworks. Teachers will be trained in adding rigorous problem-solving activities to lessons. Based on these goals, students will be able to demonstrate a 25% increase in proficiency levels.
Problem-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	Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.	Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair. Develop career development events lesson plans using Project Based Learning instructional elements. Develop a timeline of training, attending informational workshops; and plan for meeting deadlines for event registration, etc. Provide opportunities for students to apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events. Provide opportunities for teachers to join Professional Learning Communities, such as STEM Robotics PLC, or attend district and/or state workshops.	Administration, Leadership Team	Administration will monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. Instruction will be adjusted as needed.	Sign-in sheets of meetings, trainings, and lesson plans

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
Adding rigorous problem-solving activities to lessons.	K-8th Grade Teachers	School Leadership Team	K-8th Grade Teachers	Teacher Planning Days School Year 2012-2013	Monitor consistency of rigorous problem-solving activities.	Administration, Leadership Team

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
Increase student participation	Student Incentives	OPERATIONAL FUNDS	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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	Direct Instruction	Houghton Mifflin Reading	OPERATIONAL FUNDS	$500.00
Reading	Tutoring	FCAT Reading	OPERATIONAL FUNDS	$100.00
Reading	Tutoring	Reading Plus	OPERATIONAL FUNDS	$8,235.00
Reading	Intervention	Florida Coach Series and Library Books	SAC FUNDS	$1,500.00
CELLA	Intervention	Hampton Brown's Inside	OPERATIONAL FUNDS	$5,000.00
CELLA	Intervention	Reading Books	SAC FUNDS	$200.00
Mathematics	Tutoring	Ladders to Success	OPERATIONAL FUNDS	$1,000.00
Mathematics	Differentiated Instruction	Go Math Florida 2012	OPERATIONAL FUNDS	$1,000.00
Science	Differentiated Instruction	Scott Foresman Science 2011 Holt Mcdougal Science Fusion Florida Coach Standards Based Instruction	OPERATIONAL FUNDS	$1,500.00
Writing	Structuring and refining	Write Source, Florida Coach Standards Based Instruction	OPERATIONAL FUNDS	$1,000.00
Civics	Differentiated Instruction	Civics, Economics and Geography by McGraw Hill	OPERATIONLA FUNDS	$2,961.90
			Subtotal: $22,996.90	

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Coaching	Substitute coverage for teachers to attend training	OPERATIONAL FUNDS	$600.00
Mathematics	Coaching	Substitute coverage for teachers to attend training.	OPERATIONAL FUNDS	$600.00
Science	Coaching	Substitute coverage for teachers to attend training.	OPERATIONAL FUNDS	$600.00
Writing	Coaching	Substitute coverage for teachers to attend training.	School	$600.00
			Subtotal: $2,400.00	

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Tutoring	Printer materials for teachers and students	OPERATIONAL FUNDS	$500.00
Writing	Tutoring	Printable materials for teachers and students	OPERATIONAL FUNDS	$500.00
STEM	Increase student participation	Student Incentive	OPERATIONAL FUNDS	$500.00
CTE	Increase student participation	Student Incentives	OPERATIONAL FUNDS	$500.00
			Subtotal: $2,000.00	
			Grand Total: $27,396.90	

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority   j͡n Focus   j͡n Prevent   j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓   Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading intervention resources: Florida Coach Series and Library Books	$1,510.00
Reading intervention resources for ELL students: Reading Books	$200.00

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

1. The School Advisory Council will be made up of parents, teachers, and administrators. The meetings will be conducted quarterly or as needed.
During which these meetings we will include in the agenda the monitoring of the SIP plan and the implementations of strategies taking place.
2. The SAC meetings will also follow the By Laws in place and record the minutes as per the policy.
3. The SAC will assist in the development of the SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
LINCOLN-MARTI CHARTER SCHOOLS HIALEAH CAMPUS
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	58%	76%	49%	243	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	79%	77%			156	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?	87% (YES)	87% (YES)			174	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					573	
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
LINCOLN-MARTI CHARTER SCHOOLS HIALEAH CAMPUS
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	47%	78%	29%	202	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	53%	51%			104	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?	60% (YES)	48% (NO)			108	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					414	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested