FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CORAL WAY K-8 CENTER

District Name: Dade

Principal: Josephine Otero

SAC Chair: Gina Sands-Wallace

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Josephine Otero	BS- Business Management and International Business, MS- Educational Leadership Business Education Certification (6-12); Educational Leadership Certification (all levels)	3	8	'12 '11 '10 '09 '08 School Grade A A A C C High Standards Rdg. 64 72 54 45 42 High Standards Math 59 66 77 69 66 Lrng Gains-Rdg. 74 64 50 52 53 Lrng Gains-Math 72 61 73 67 72 Gains-Rdg-25% 79 64 55 43 54 Gains-Math-25% 66 61 73 59 71 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%

Assis Principal	Dr. Isabel M. Siblesz	BS- Bus. Ed., MS- Bus.Ed; EdD- Educational Leadership; Business Education Certification (6-12); Educational Leadership (all levels); Middle Grades Endorsement	3	18	'12 '11 '10 '09 '08 School Grade A A N/A N/A N/A High Standards Rdg. 64 72 High Standards Math 59 66 Lrng Gains-Rdg. 74 64 Lrng Gains-Math 72 61 Gains-Rdg-25% 79 64 Gains-Math-25% 66 61 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%
Assis Principal	ReAndra Jordan	BA- English, MA- English Education, Certification Educational Leadership; Middle Grades English (5-8) English (6-12); Educational Leadership Certification (all levels)	6	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 64 72 80 81 74 High Standards Math 59 66 75 78 78 Lrng Gains-Rdg. 74 64 71 74 65 Lrng Gains-Math 72 61 64 68 72 Gains-Rdg-25% 79 64 69 79 51 Gains-Math-25% 66 61 58 66 67 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%
Assis Principal	Ileana H. Sotolongo	BS- Business Administration; MS- Computer Applications; Business Education Certification (6-12); Elementary Education Certification (1-6); Gifted Endorsement; Educational Leadership Certification (all levels)	11	14	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 64 72 80 81 74 High Standards Math 59 66 75 78 78 Lrng Gains-Rdg. 74 64 71 74 65 Lrng Gains-Math 72 61 64 68 72 Gains-Rdg-25% 79 64 69 79 51 Gains-Math-25% 66 61 58 66 67 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%
Assis Principal	Gabriel E. Canales	BS Social Studies MS Educational Leadership Ed. D Educational Leadership Certification: Social Science MG Social Science Educational Leadership	1	6	'12 '11 '10 '09 '08 School Grade A A A A C High Standards Rdg. 64 72 67 65 64 High Standards Math 59 67 63 61 51 Lrng Gains-Rdg. 74 70 62 68 58 Lrng Gains-Math 72 69 70 71 55 Gains-Rdg 79 79 69 74 56 Gains-Math 66 66 72 72 52 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Dora Barrios	BS- Elementary Education, MS- Elementary Education,; EdS- Educational Leadership, Elementary Education Certification (1-6); ESOL Endorsement; Gifted Endorsement	23	11	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 64 72 80 81 74 High Standards Math 59 66 75 78 78 Lrng Gains-Rdg. 74 64 71 74 65 Lrng Gains-Math 72 61 64 68 72 Gains-Rdg-25% 79 64 69 79 51 Gains-Math-25% 66 61 58 66 67 AMO 2011-2012 60% 2012-2013 63% 2013-2014 67% 2014-2015 71% 2015-2016 74% 2016-2017 78%

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. Attendance at education and general career fairs locally, in state, and nationally	Principal Assistant Principal Reading Coach	On-going	
2	2. Utilizations of web-based recruiting as a low-cost, effective method to attract new recruits	Principal Assistant Principal	On-going	
3	3. Offers of hiring commitment (pre-contract binders) to education majors eligible to teacher critical shortage areas	Principal	On-going	
4	4. Conducting seminars with non-education majors at selected colleges/universities prior to their graduation	Assistant Principal Reading Coach	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7 – Out of Field 0 – Non-Effective	Currently enrolled in ESOL Endorsement courses

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
111	0.0%(0)	16.2%(18)	43.2%(48)	40.5%(45)	42.3%(47)	100.0% (111)	1.8%(2)	11.7%(13)	59.5%(66)

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
N/A			

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

Coral Way K-8 Center services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. 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; assists 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. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 (as appropriate); 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

Coral Way K-8 Center 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.

Title I, Part D

Title I, Part D
Coral Way K-8 Center 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
• 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 II

Title II
Coral Way K-8 Center 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
• 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

Coral Way K-8 Center used Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:
• tutoring programs (K-8)
• parent outreach activities (K-8)
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials (K-8)

Title X- Homeless

Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• 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 and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Coral Way K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Coral Way K-8 Center counselors provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis intervention.

Nutrition Programs

• Coral Way K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after school snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- Coral Way K-8 Center participates in Healthy Schools program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Coral Way K-8 Center promotes Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the postsecondary opportunities available to them. Students will also have a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Principal
Assistant Principals
Lead Teachers
General Education Teachers
Department Chairpersons
Psychologist
Counselors

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 issues and concerns arise through an ongoing, systematic examination of 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.

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. Monitor academic and behavior data evaluating progress by addressing the following important questions:
- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

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 MTSS Leadership team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of 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.

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

The Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

MTSS Implementation

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

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 for Reading, Mathematics, Science, and Writing will include:
ACADEMIC
• Fair Assessment
• Interim Assessment
• State/Local Math and Science assessments
• FCAT
• Edusoft
• 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

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. Training for all administrations on the MTSS problem solving, data analysis process;
2. Providing support for all staff to understand basic MTSS principles and procedures; and
3. Providing a network of ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

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

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

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

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

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

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

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

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Josephine Otero
Assistant Principals – Gabriel E. Canales, ReAndra Jordan, Isabel Siblesz, Ileana Sotolongo
Lead Teachers - Montse Ledo, Cristina Vazquez, Yazmin Castaneda
Reading Coach - Dora Barrios
Department Chairpersons - Mayra Rodriguez, Michelle Pappas, Nancy Felix, Amy Hernandez, Susana Martin, Lisette Landa, Mauricio Restrepo, Mylene Fieler, Shireen Beddoe, Juan Villar

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

The Literacy Leadership Team maintains a connection to the school's Response to Intervention process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The Literacy Leadership Team meets monthly to discuss data trends, interim results, behavioral/social issues, and any other pertinent issues as it relates to maintaining a high performing school. The LLT will also utilize the Comprehensive Reading Plan (CCRP).

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

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

- Provide Professional Development in the disaggregation of interim data reports.
- Utilizing the CCRP

• Integrating Reading into daily interventions across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists Coral Way K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Coral Way K-8 Center, all incoming Kindergarten students are assessed within the first semester of kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS) , Comprehensive English Language Learners Assessment (CELLA), and Florida Assessments for Instruction in Reading (FAIR). Screening data will be collected and aggregated prior to October 2, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students of individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

For the upcoming year, Coral Way K-8 Center will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal/assistant principal will also meet with the center directors of neighborhood centers.

*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.

Each teacher in grades six through eight will be given professional development in Best Practices for Teaching Reading in a Content Area. Teachers in the middle school will also attend workshops on integrating Reading in their assigned curriculum. Also, Reading and Language Arts teachers will plan with elective teachers, to ensure consistency across the curriculum. Administrators will also monitor to assure the above strategies are utilized.

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicates that 29% of students achieved FCAT Level 3 proficiency in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% [312]	34% [370]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. GRADE 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. GRADE 4: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis. GRADE 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis.	1.1. GRADE 3: Provide a variety of instructional strategies and activities that include graphic organizers, summarization activities, questioning the author, opinion proofs, and reading from a wide variety of texts. GRADE 4: Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward…and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams) to locate, interpret, and organize information.	1.1. Administrators MTSS/RtI Leadership Team Literacy Leadership Team	1.1. GRADES 3-5: Ongoing classroom assessments/observations and review of assessment data to adjust instruction accordingly. Utilizing FCIM	1.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

			GRADE 5: Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.			
	2	1.2. GRADE 6: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. GRADE 7: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. GRADE 8: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis.	1.2. GRADE 6: Provide a variety of instructional strategies and activities that include practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. GRADE 7: Use instructional strategies that include: • graphic organizers; • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encourage students to read from a wide variety of texts. GRADE 8: Use instructional strategies that include: • graphic organizers; • concept maps;	1.2. Administrators MTSS/RtI Leadership Team Literacy Leadership Team	1.2. GRADES 6-8: Ongoing classroom assessments/observations and review of assessment data to adjust instruction accordingly. Utilizing FCIM	1.2. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

| | | • open compare/contrast;
• signal or key words (e.g., since, because, after, while, both, however); and
• encourage students to read from a wide variety of texts. | | | |

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicates that 32% of students achieved learning gains in Reading. Our goal for the 2012-2013 school year is to increase students in Levels 4 and 5 proficiency by 2 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% [348]	34% [370]

<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
	2.1 GRADE 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. GRADE 4: The area of deficiency as	2.1 GRADE 3: Provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	2.1. GRADES 3-5: Administrators MTSS/RtI Literacy Leadership Team	2.1. GRADES 3-5: Ongoing classroom assessments/observations and review of assessment data to adjust instruction accordingly. Utilizing FCIM	2.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

1	noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis. GRADE 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis.	Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. GRADE 4: Through enrichment activities teach students to identify and interpret elements of story structure within a text. GRADE 5: Through enrichment activities teach students to understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams) to locate, interpret, and organize information.			
	2.2. GRADE 6: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1: Vocabulary. GRADE 7: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. GRADE 8: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis.	2.2. GRADES 6: Through enrichment activities teach students how to use vocabulary word maps, word walls, and personal dictionaries. Provide instruction in differences in meaning due to context and engaging in affix or root word activities. GRADE 7: Provide enrichment texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should	2.2. GRADES 6-8: Administrators MTSS/RtI Literacy Leadership Team	2.2. GRADES 6-8: Ongoing classroom assessments/observations and review of assessment data to adjust instruction accordingly. Utilizing FCIM	2.2 Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

| 2 | | be able to identify causal relationships imbedded in text.

GRADE 8:
Through enrichment activities teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. | | | |

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicates that 74% of students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 79%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% [615]	79% [656]

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 26% of students did not make Learning Gains. The primary area of deficiency was in Reporting Category 3: Literary Analysis. The provision of additional interventions and ongoing progress monitoring of these students is critical to ensuring they make Learning Gains.	3.1 Provision of reading interventions, monthly assessment and data analysis of student performances in Reading; Develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Accelerated Reader, SuccessMaker, and other technological tools.	3.1 Administrators MTSS/RtI Literacy Leadership Team	3.1 MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. Utilizing FCIM	3.1 Formative: FAIR, District and School Site Assessment Data Summative: 2013 FCAT 2.0 Reading Assessment
2	3.2.	3.2	3.2.	3.2	3.2

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

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

Problem-Solving Process to Increase Student Achievement				

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 66% of students in lowest 25% did not achieve learning gains. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 71%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66% [143]	71% [153]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, 79% (170) of students in the Lowest 25% made Learning Gains. The primary area of deficiency was in Reporting Category 3: Literary Analysis. The identification, provision of interventions, and ongoing progress monitoring of these students is critical to ensuring they make Learning Gains.	4A.1. Identify Tier 2 and Tier 3 Intervention students, place in appropriate interventions within the first two month 2 of the 2012-2013 school year, and monitor student progress using data monthly.	4A.1. Administrators MTSS/RtI Literacy Leadership Team	4A.1. Review assessment data reports to ensure teachers are assessing students according to the created schedule and utilizing data to target instruction. Utilizing FCIM	4A.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicates that 61% of students in the Hispanic subgroup achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase student learning gains by 7 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 61% [590]	Hispanic: 68% [658]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1.	5B.1	5B.1.	5B.1.	5B.1.

1	The primary area of deficiency was in Reporting Category 3: Literary Analysis. The identification, provision of interventions, and ongoing progress monitoring of these students is critical to ensuring they make Learning Gains	Develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Accelerated Reader, SuccessMaker, and other technological tools.	Administrators MTSS/RtI Literacy Leadership Team	Monitoring of utilization data to ensure fidelity of implementation and reviews of program specific progress reports on individual students. Utilizing FCIM	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicates that 36% of English Language Learners (ELL) achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% [82]	46% [105]

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Opportunities are needed to provide additional interventions and reading practice to students in need of additional instruction. The primary area of deficiency was in Reporting Category 3: Literary Analysis	5C.1. Develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Accelerated Reader, SuccessMaker, and other technological tools	5C.1. Administrators MTSS/RtI Literacy Leadership Team	5C.1. Monitoring of utilization data to ensure fidelity of implementation and reviews of program specific progress reports on individual students. Utilizing FCIM	5C.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicates that 26 % of Students with Disabilities (SWD) achieved FCAT Level 3 proficiency in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 14 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% [33]	40% [50]

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

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

| 1 | Opportunities are needed to provide additional interventions and reading practice to students in need of additional instruction. The primary area of deficiency was in Reporting Category 3: Literary Analysis. | Develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Accelerated Reader, SuccessMaker, and other technological tools. | Administrators MTSS/RtI Literacy Leadership Team | Monitoring of utilization data to ensure fidelity of implementation and reviews of program specific progress reports on individual students. Utilizing FCIM | Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment |

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicates that 57% of Economically Disadvantaged (ED) students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase the student learning gains of Economically Disadvantaged students by 6 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% [477]	63% [527]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Opportunities are needed to provide additional interventions and reading practice to students in need of additional instruction. The primary area of deficiency was in Reporting Category 3: Literary Analysis	5E.1. Develop and implement master schedules that support the provision of targeted reading instruction to selected students, including the use of Reading Plus, Accelerated Reader, SuccessMaker, and other technological tools	5E.1. Administrators MTSS/RtI Literacy Leadership Team	5E.1. Monitoring of utilization data to ensure fidelity of implementation and reviews of program specific progress reports on individual students. Utilizing FCIM	5E.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-8	Teacher	K-8 Instructional Staff	November 6, 2012	Administrators will meet bi-weekly with teachers to discuss classroom incorporation.	Administrators
CRISS Strategies	K-8	Teacher	K-8 Instructional Staff	November 6, 2012	Administrators will meet bi-weekly with teachers to discuss classroom incorporation.	Administrators
					Administrators will	

Common Core State	K-8	Teacher	K-8 Instructional Staff	November 6, 2012	meet bi-weekly with teachers to discuss classroom incorporation	Administrators

Reading 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 Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 49% of students achieved proficiency in the Listening/Speaking Category.

2012 Current Percent of Students Proficient in listening/speaking:

49% [204]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Listening: Due to language barriers, students have a limited vocabulary and limited grammar	1.1. Provide opportunities for students to produce language in response to first-hand, multi-sensorial	Administrators	1.1. Ongoing classroom assessments/observations in organization and critical thinking skills focusing on the students' ability to	1.1. Formative: Teacher-Made Tests Summative:

1	skills. Speaking: Due to language barriers, students have a limited vocabulary and limited grammar skills.	experiences and use the students' ideas and their language to develop reading and writing skills.		use language development skills.	2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicate that 31% of students achieved proficiency in the Reading Category.

2012 Current Percent of Students Proficient in reading:
31% [125]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Due to language barriers, students lack the ability to decode, read with fluency, and read for comprehension.	2.1. Provide opportunities for students to determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.	2.1. Administrators	2.1. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	2.1. Formative: Teacher-Made Tests Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 27% of students achieved proficiency in the Writing Category.

2012 Current Percent of Students Proficient in writing:
27% [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
	3.1 Students make frequent and blatant errors in conventions including errors in sentence structure; mechanics,	3.1 Students will: • use revising/editing charts and conference with teachers for capitalization,	3.1 Administrators	3.1 Administer and score students quarterly writing prompts to monitor students' progress and adjust	3.1 Formative: Quarterly Writing Prompts Summative:

| 1 | usage, and punctuation and common words were misspelled. | punctuation, subject/verb and pronoun agreement in simple and compound sentences.
• edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary | | focus as needed.

Ongoing: Student Teacher Writing Conferences using editor's checklist. | 2013 CELLA |

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TeenBiz3000	Differentiated online literacy program for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level.	Bilingual Department	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine Learning	Educational software program that provides one-on-one instruction designed to meet their individual needs.	Bilingual Department	$0.00
Engaging the Disengaged	Motivational strategies for ESOL students.	Bilingual Department	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Assessment Test indicate that 30% of students achieved FCAT Level 3 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [330]	33% [358]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. GRADE 3: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2: Number: Fractions. GRADE 4: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 1: Number: Operations, Problems, and Statistics. GRADE 5: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Geometry and Measurement.	1A.1. GRADE 3: Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. GRADE 4: Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. GRADE 5: Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of	Administrators	1A.1. GRADES 3-5: Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	1A.1. GRADES 3-5: Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 result of the 2012 FCAT 2.0 Mathematics Test indicate that 26% of students achieved FCAT Levels 4 and 5 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% [286]	28% [304]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	2A.1. Provide enrichment activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding geometric concepts, such as area and perimeter. These activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Administrators	2A.1 Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	2A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Mathematics Goal #2b:	
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 72% of students achieved FCAT learning gains proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% [596]	77% [638]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	3A.1. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.	3A.1. Administrators	3A.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	3A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011 FCAT Math Test indicate that 61% of students in Lowest 25% did not achieve learning gains. Our goal is to increase learning gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% [143]	71% [153]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	4A.1. Provide small group remediation utilizing manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	4A.1. Administrators	4A.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	4A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	67%	71%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 57% of Hispanic students and 88% of Asian students did make satisfactory progress. Our goal for the 2012-2013 school year is to increase learning gains of Hispanic students by 6 percentage points to 63% and increase learning gains of Asian students by 5 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 57% [549] Asian: 88% [14]	Hispanic: 63% [607] Asian: 93% [15]

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	5B.1. Provide small group remediation utilizing manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers	5.B.1. Administrators	5B.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	5.B.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goa

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Test indicate tha 30% of students achieved FCAT Level 3 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 33%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [330]	33% [358]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. GRADES 6 - 8: In grades 6-8, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	1A.1. Provide students with a variety of activities that require using measurement tools as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, etc. It is highly recommended to engage students in activities to use technology (Gizmos, Riverdeep or the National Library of Virtual Manipulatives) that include visual stimulus to develop student's geometry and spatial sense.	1.A.1. Administrators	1.A.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	1.A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 26% of students achieved FCAT Levels 4 and 5 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% [286]	28% [304]

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. GRADES 6 - 8: In grades 6-8, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	2A.1. Provide enrichment activities that utilize virtual manipulatives to explore area and perimeter of two-dimensional figures using the National Library of Virtual Manipulatives. Infuse literacy in the mathematics classroom by including the use of mathematics terminology embedded throughout each lesson by the teacher and students.	2A.1. Administrators	2A.1 Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	2A.1 Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

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

<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:

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 72% of students achieved FCAT learning gains proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% [596]	77%[638]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. GRADES 6 - 8: In grades 6-8, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	3A.1. Increase the number of opportunities for individual students to engage in meaningful instructional activities (including hands-on activities, reinforcement, practice and enrichment) focused on mathematics benchmarks.	3A.1. Administrators	3A.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	3A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 66% of students in lowest 25% did not achieve learning gains. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% [143]	71% [153]

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. GRADES 6 - 8: In grades 6-8, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement.	4A.1. Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks, including through tutorial programs.	4A.1. Administrators Math Lead Teacher	4A.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	4A.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	67%	71%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 57% of Hispanic students and 88% of Asian students did make satisfactory progress. Our goal for the 2012-2013 school year is to increase learning gains of Hispanic students by 6 percentage points to 63% and increase learning gains of Asian students by 5 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 57% [549] Asian: 88% [14]	Hispanic: 63% [607] Asian: 93% [15]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. GRADES 6 - 8: In grades 6-8, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement	5B.1. Increase the number of opportunities for individual students to receive additional supports and differentiated instruction on specific mathematics benchmarks, , including through tutorial programs.	5B.1. Administrators	5B.1. Ongoing classroom assessments and conduct grade level data chats to attain feedback on effectiveness of utilization. Utilizing FCIM	5B.1. Formative: Mini assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

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

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

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

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

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

<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		

End of Middle School Mathematics Goa

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC Assessment indicate that 48% [22] of students achieved Level 3 proficiency. Our goal for the 2013 school year is to achieve 100% Levels 4 and 5's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48 % [22] this	48% [22]

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results of the 2012 Algebra EOC Assessment the area of greatest difficulty for students was Reporting Category 3: Rationals, Radicals, Quadratics, and Discrete Mathematics.	1.1. Provide additional practice in solving and graphing quadratics equations, both with and without technology that involved real world applications.	1.1. Administrators	1.1. Review common assessments (Interim Assessments, FCAT Explorer) and use data to drive instruction of NGSSS. EDUSOFT Data/Item Analysis Utilize FCIM	1.1. Formative: Effectiveness will be determined through in-house assessment data as well as Interim Assessments. Summative: 2013 ALGEBRA EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC Assessment indicate that 52% [24] of students achieved proficiency Level 4 and 5. Our goal for the 2013 school year is to increase student proficiency by 10 percentage points to 62 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% [24]	52% [24]

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC Assessment the area of deficiency was representing and solving inequalities graphically, as well as interpreting linear equations and inequalities. The area of deficiency was simplifying rational and radical expressions and performing operations on radical expressions.	2.1. Provide all students opportunities to explore and apply the use of a system of equations in the real world. Provide all students opportunities to graph linear equations and inequalities into variables with and without graphing technology.	2.1. Administrators	2.1. Classroom observations made by Principal/Assistant Principal. EDUSOFT Data/Item Analysis	2.1. Formative: Effectiveness will be determined through in-house assessment data, Interim Assessments Summative : 2013 ALGEBRA EOC Assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

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

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

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
CRISS Strategies	K-8	Teacher	K-8 Instructional Staff	November 6, 2012	Administrators will meet bi-weekly with teachers to discuss classroom incorporation.	Administrators
Common Core State Standards / Pacing Guides	K-8	Teacher	K-8 Instructional Staff	November 6, 2012	Administrators will meet bi-weekly with teachers to discuss classroom incorporation.	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide enrichment activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding geometric concepts, such as area and perimeter. These activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Everglades (Supplemental Text)	EESAC	$400.00
			Subtotal: $400.00
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: $400.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 35% of FCAT Level 3 students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving FCAT Level 3 proficiency by 3 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% [127]	38% [140]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test for 5th grade was the Reporting Category: Nature of Science. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test for 8th grade was the Reporting Category: Nature of Science.	1A.1. Grade 5: Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science. Provide 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 Scientific Thinking. Grade 8: Develop Professional Learning Communities (PLC) of science teachers with vertical and horizontal alignment within the school and across the feeder pattern, to increase inquiry-based learning to research,	1A.1. Administrators	1A.1. Ongoing classroom assessments focusing on activities that include instruction that adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	1A.1. Formative: District Baseline Data and School-Bases Assessments Summative: 2013 FCAT 2.0 Science Test

		discuss, design, and implement strategies to increase inquiry-based learning of Scientific Thinking.			

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 13% of FCAT Level 4 and 5 students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving FCAT Level 4 and 5 proficiency by 1 percentage points to 14 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% [47]	14% [53]

<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>2A.1.

The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test for 5th grade was the Reporting Category: Nature of Science.

The area of deficiency</td><td>2A.1.

Grade 5:
Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional</td><td>2A.1.

Administrators</td><td>2A.1.

The MTSS/RtI Team will provide enrichment for students. The MTSS/RtI team will also provide work folders for evidence of the use of inquiry-based learning activities and monitor</td><td>2A.1.

Formative:
District Baseline Data and School-Bases Assessments

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

	1	as noted on the 2012 administration of the FCAT 2.0 Science Test for 8th grade was the Reporting Category: Nature of Science.	concepts. Grade 8: Provide classroom and after-school opportunities for students to design and develop science and projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Fairchild Challenge).		school-based assessment and Interims to ensure adequate progress and to adjust interventions.	

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	n?a

<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>

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
Strategies to provide inquiry-based, hands-on, laboratory activities	6-8	Science Dept. Chairperson	6-8 Staff	February 1, 2013	Administrators will meet bi-weekly with teachers	Principal Assistant Principals

Florida Achieves!	K-8	Science Dept. Chairperson	K-8 Instructional Staff	November 6, 2012	Administrators will meet bi-weekly with teachers.	Principal Assistant Principals
Maximizing the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides	K-8	Scince Teacher	K-8 Instructional Staff	February 1, 2013	Administrators will meet bi-weekly with teachers.	Principal Assistant Principals

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction using supplemental materials.	Buckle Down to the Common Core State Standards, Science workbooks	EESAC	$1,927.61
			Subtotal: $1,927.61
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: $1,927.61

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 84% of students in Grade 4 and 84% of the students in Grade 8 achieved Level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 or higher to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 4 - 84% [160] Grade 8 - 84% [149]	Grade 4 - 86% [164] Grade 8 - 86% [152]
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test for grades 4 and 8 was in the use of conventions. Frequent and blatant errors in conventions including errors in sentence structure; mechanics, usage, and punctuation and common words were misspelled.	1A.1. Grade 4 students will: • use revising/editing charts and conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. • edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary. Grade 8 students will: • review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. • use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences. • review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement. • refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.	1A.1. Administrators MTSS/RtI Leadership Team Literacy Leadership Team	1A.1. Administer and score students quarterly writing prompts to monitor students' progress and adjust focus as needed. Ongoing: Student Teacher Writing Conferences using editor's checklist.	1A.1. Formative: District Pre/Post Writing Test Summative: 2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Utilizing Exemplars	4th and 8th	Reading Coach	3rd, 4th,7th and 8th Grade Teachers	November 6, 2012	Administrators will meet bi-weekly with teachers.	Principal Assistant Principals
Incorporating Writing in Multiple Subject Areas	K-8	Teacher	K-8 Instructional Staff	February 1, 2013	Administrators will meet bi-weekly with teachers	Principal Assistant Principals

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Civics Baseline Test indicates that 0% of students achieved proficiency in Civics. Our goal is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (16)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to language barriers, students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across the text.	1.1. Utilize District-published lesson plans aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	1.1. Administrators	1.1. Ongoing classroom assessments/observations in organization and critical thinking skills focusing on the students' ability to use reciprocal teaching and question answer relationships with reference materials.	1.1. Formative: Monthly Assessments Chapter/Unit Assessments Summative: District Spring Interim Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 Civics Baseline Test indicate that 0 % of students achieved proficiency in Civics. Our goal is to increase student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (16)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Due to language barriers, students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across the text.	2.1. Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	2.1. Administrators	2.1. Ongoing classroom assessments/observations in organization and critical thinking skills focusing on the students' ability to use reciprocal teaching and question answer relationships with reference materials.	2.1. Formative: Monthly Assessments Chapter/Unit Assessments Summative: District Spring Interim 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
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Additional Textbooks	EESAC	$1,785.60
			Subtotal: $1,785.60
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: $1,785.60

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to 96.62% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96.12% (1579)	96.62% (1587)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
385	366
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
313	297

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Absences - Students are not familiar with the district's attendance policy. Tardies - - Students are not familiar with the district's tardy policy.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Inform students of field day incentives for having good attendance to school. Also utilize MTSS/RTI, and KIDCARE	1.1. Administrators Counselors MTSS/RTi	1.1. Weekly updates to Administration and to entire faculty during faculty meetings. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	1.1. Formative Logs and attendance rosters Summative COGNOS reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Chief Day	Field Day activity for students with good attendance.	PTA	$2,000.00
			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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of Out-of-School suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
101	91
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
68	61
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
56	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
48	43
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increase of student suspensions was due to lack of student awareness on student code of conduct and its consequences.	1.1. Provide grade-level assemblies to review student code of conduct and consequences for student actions to students and parents. Utilize the Student Code of Conduct by providing incentives through the use of Elementary & Secondary SPOT Success Recognition program. Inform students of in-school movie days and dances as non-suspension incentives. Provide Classroom Management professional development for teachers.	1.1. Administrative Team	1.1. Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	1.1. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
2	Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's suspensions.	The school's Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	1.2. Guidance Counselor Community Involvement Specialist	1.2. Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on indoor suspension.	1.2. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report

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
The Student Code of Conduct	K-8	Administrator	K-8	February 6, 2013	Utilize classroom walk-through to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report.	Principal Assistant Principals
Classroom Management	6th – 8th Grade	Administrator	6th – 8th Grade Teachers	November 1, 2012	Teachers will meet with SCSI Teacher quarterly to discuss discipline/behavior concerns in the classroom.	Principal Assistant Principals

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
In school Movie Days/Dances	IT Equipment	PTA	$500.00
			Subtotal: $500.00
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: $500.00

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.*	Title 1 please see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title 1 please see PIP	Title 1 please see PIP

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Title 1 please see PIP	Title 1 please see PIP	Title 1 please see PIP	Title 1 please see PIP	Title 1 please see PIP

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
To maintain a Community Involvement Specialist (CIS) in order to assist parents and community members at all times.	Full time CIS	Title 1	$22,611.00
			Subtotal: $22,611.00
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: $22,611.00

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 for the 2012-2013 school year is to incorporate the STEM Best Practices to provide students with preparation needed to continue participating in STEM courses.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Limited knowledge of opportunities.	1.1. Compete in the Fairchild Challenge	1.1. Administrator	1.1. Monitor parent sign in rosters, periodically contact parents	1.1. Summative: The number of projects/participants in the projects.

| 1 | | | | | Formative:

2013 FCAT 2.0 Mathematics Assessment

2013 FCAT 2.0 Science 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
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:
1. CTE

	CTE Goal #1:		Our goal for this year is to have 3 teachers trained as CTSO advisors.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers not trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement.	1.1. 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.	1.1. Administrators	1.1. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	1.1. Completion of CTSO training.

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
CTSO Training	6-8	District Provided Instructor	Humanities Teachers	November 1, 2012	Course Certificate	Administrators

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide enrichment activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding geometric concepts, such as area and perimeter. These activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Everglades (Supplemental Text)	EESAC	$400.00
Science	Differentiated Instruction using supplemental materials.	Buckle Down to the Common Core State Standards, Science workbooks	EESAC	$1,927.61
Civics		Additional Textbooks	EESAC	$1,785.60
Attendance	Chief Day	Field Day activity for students with good attendance.	PTA	$2,000.00
Parent Involvement	To maintain a Community Involvement Specialist (CIS) in order to assist parents and community members at all times.	Full time CIS	Title 1	$22,611.00
				Subtotal: $28,724.21

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	TeenBiz3000	Differentiated online literacy program for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level.	Bilingual Department	$0.00
Suspension	In school Movie Days/Dances	IT Equipment	PTA	$500.00
				Subtotal: $500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Imagine Learning	Educational software program that provides one-on-one instruction designed to meet their individual needs.	Bilingual Department	$0.00
CELLA	Engaging the Disengaged	Motivational strategies for ESOL students.	Bilingual Department	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $29,224.21

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

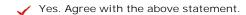Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Science - Physical Sceince Materials Social Studies - Additional Textbooks 3rd Grade Math - Everglades Supplemental Workbook	$4,113.21

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

The School Advisory Council for the upcoming year includes meeting regularly, recognition of student achievement and provide incentive for staff.
In addition, the School Advisory Council will monitor the implementation of the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
CORAL WAY K-8 CENTER
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	71%	91%	61%	301	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	64%	61%			125	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?	64% (YES)	61% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					551	
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
CORAL WAY K-8 CENTER
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	75%	93%	55%	303	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	71%	64%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	58% (YES)			127	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested