

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
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School Name: EXCELSIOR CHARTER ACADEMY

District Name: Dade

Principal: Janell W. Ferguson and Claudia Trilles

SAC Chair: Paulene Alfrens

Superintendent: Albert M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

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	Janell Ferguson		16	7	'12 '11 '10 '09 '08 School Grade C C C A D AYP N N N N N High Standards Rdg. 40 55 54 41 56 High Standards Math 39 64 64 48 69 Lrng Gains-Rdg. 70 57 68 49 68

INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Attend district job and recruitment fairs	Administration	Ongoing	
2	2. Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates	Administration	Ongoing	
3	3. Provide effective teachers with school-based leadership opportunities	Administration	Ongoing	
4	4. Provide instructional support to teachers through collaborative planning, modeling, coaching and professional development.	Administration and Instructional support staff	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	Not Applicable

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
12	25.0%(3)	75.0%(9)	0.0%(0)	0.0%(0)	16.7%(2)	100.0%(12)	8.3%(1)	0.0%(0)	41.7%(5)

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
Paulene Alfreus	Jacqueline Ferreira	Provide instructional support in writing and literacy instruction based on performance based on	-Modeling of Writing/Reading Instruction -Collaborative Planning -Modeling of Differentiated Instruction -Collaborative Analysis of

		Mentee's prior effective performance.	Student Data
Maya Williams	Halstead Smith	Provide instructional support in Science and literacy instruction based on performance based on Mentee's prior effective performance.	-Modeling of Mathematics Instruction -Collaborative Planning -Modeling of Differentiated Instruction -Collaborative Analysis of Student Data
Kandace Johnson	Ashley Fisher	Provide instructional support in writing and literacy instruction based on performance based on Mentee's prior effective performance.	Modeling of Writing/Reading Instruction -Collaborative Planning -Modeling of Differentiated Instruction -Collaborative Analysis of Student Data

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, such as after-school programs Saturday Academy, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students. Instructional Support Staff 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 needs, while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" 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 a Parental Program and special support services to special needs populations, such as homeless, migrant, and neglected/delinquent students. Finally, the school will secure on-site professional development and instructional support services that will support the modeling of Writing/Reading, Science and Mathematics Instruction, Collaborative Planning, Instructional Leadership, Differentiated Instruction and Collaborative Analysis of Student Data. Additionally, the following will be provided :

- Curriculum Support Specialist (CSS)
- Community Involvement Specialist (CIS) stipend to support parent outreach activities
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K-8)
- Reading and supplementary instructional materials

Title I, Part C- Migrant

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

Title I, Part D

N/A

Title II

N/A

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-8)
- parent outreach activities (K-8)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-8)
- reading and supplementary instructional materials(K-8)

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and

reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th day of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable. School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Curriculum Support Specialist will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation

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

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

The Leadership Team will:

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

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

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

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

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

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

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

The team meets with EESAC to help develop the SIP.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

MTSS Implementation

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

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

Managed data will include:

Academic

- ? FAIR Assessment
- ? Voyager Benchmark Assessments
- ? Baseline Benchmark Assessments
- ? Interim Assessments
- ? FCAT
- ? Student grades
- ? Classroom assessments

Behavior

- ? Student Case Management System
- ? Detentions
- ? Suspensions/expulsions
- ? Referrals by student behavior, staff behavior, and administrative context
- ? Office referrals per day per month
- ? Attendance
- ? Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI problem solving at Tiers 1, 2 and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Professional development will be provided during teachers' common planning time and during teacher planning days. An initial session regarding the implementation and challenges of the RtI model will take place in August 2012, prior to the beginning of the school year. The MTSS team will also evaluate additional staff PD needs during the Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Administration: Janell Ferguson
- Instructional Support Staff: Contracted Consultants

- Teachers (Primary grade, Upper Elementary, Middle School LA/Reading, ELL and/or ESE)

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

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level.

The LLT oversees the implementation of the CRRP. This team will meet monthly to develop, support, and monitor the plan to improve literacy across the curriculum.

The role of the school-based Literacy Leadership Team (LLT) includes the following:

- provide a common vision for the use of data-based decision-making,
- ensure that selected/targeted literacy strategies are implemented that support initiatives;
- conduct a survey to assess the professional development needs of school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
- monitor instructional planning to ensure alignment to the CRRP
- ensure that intervention and support are implemented and documented,
- communicate with parents regarding school-based Reading plans and activities.

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

The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the curriculum. The following outlines some of the steps that will be taken to support this focus:

- Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
- Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
- Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum through the utilization of the CRISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
- Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/26/2012)

*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.

- Setting up kindergarten orientation sessions for the families of entering kindergarten students to learn about kindergarten expectations, the kindergarten experience, and the school system
- Providing kindergarten preparation and transition activities for all children, regardless of whether they had attended preschool
- Arranging for entering students to visit kindergarten classrooms

- Providing kindergarten preparation and transition activities for children who had not attended preschool
- Administering an academic inventory, such as FLKRs, of children registering for kindergarten to determine academic placement
- Communicating regularly with families of entering kindergarteners between registration and the first day of school
- Administering progress monitoring assessments to kindergarteners to determine growth, such as DIBELs and FAIR

*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.

Literacy Leadership Team will assist with the monitoring of the effective teaching of reading strategies in the middle school courses.

The informal and formal observations will evaluating the following useful instructional strategies: reciprocal teaching, note-taking skills, reading from a wide variety of texts, interactive word walls, vocabulary word maps, , graphic organizers, and differentiated instruction in all areas of curriculum.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 20% (23) students scored Achievement Level 3. The goal for the 2012-2013 school year is to improve student achievement by increasing students' proficiency to 27% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (23)	27% (31)

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	An area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students' inability to identify text structure and explain how it impacts meaning in text and identify themes or topics across a variety of texts as well as that is necessary to be successful in Reading Application.	Teachers will use grade level appropriate texts that provide students opportunities to practice identifying topics and themes within texts as well as identify causal relationships imbedded in text. Teachers will develop lessons that include: <ul style="list-style-type: none"> • Graphic Organizers • Summarization activities • Questioning the author • Anchoring conclusions back to the text • Opinion proofs • Text marking • Avoiding the interference of prior knowledge when answering a question • Wide variety of text 	Administration Literacy Leadership Team	- Ongoing classroom assessments of targeted skills/benchmark - Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test to ensure that Reading Application questions are present Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly	Formative: Interim and classroom assessments Summative: 2013 FCAT Assessment
2	Students require support in skills to infer and draw conclusions for comprehension	-Lesson plans will include practice in using and identifying details from the passage to determine main idea, plot, and purpose. -Utilization of graphic organizers to aid in making inferences, identifying patterns and summarization	Administration Literacy Leadership Team	- Ongoing classroom assessments of targeted skills/benchmark Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly	Formative: Interim and classroom assessments Summative: 2013 FCAT Assessment
	Lack of a structured, data-driven and consistently monitored plan for reading	Collaborative development of a reading plan to include instructional focus	Administration Literacy Leadership Team	Administration will monitor: <ul style="list-style-type: none"> • Creation of a timeline 	Formative: Interim and classroom assessments

3	instruction school wide with an emphasis on vocabulary	<p>calendars that will be based on student performance data and modified as new data is acquired</p> <ul style="list-style-type: none"> - Implementation of collaborative planning and/or learning communities that allow for the sharing of best practices and/or training in vocabulary instruction/strategies across the curriculum - Integrate cooperative experiences into instruction - Interventions will be provided to small groups of students with similar instructional needs. - Frequently monitor and assess progress and non-progress made by students on benchmark/standard specific assessments so instruction can be adjusted in a timely manner during interventions and/or primary instruction 		<p>for development and implementation of plan</p> <ul style="list-style-type: none"> • Use of informal and formal classroom observations to determine level of implementation • Collaborative planning sessions between teachers to create instructional plans that include strategies identified in reading plan • Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly 	Summative: 2013 FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	<p>The results of the 2012 FCAT 2.0 Reading Assessment indicates that 13% (15) students scored Achievement Level 4 and above.</p> <p>The goal for the 2012-2013 school year is to improve student achievement Levels 4 and above by 3 percentage points.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (15)	16% (19)

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	An area in need of improvement as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students need additional support in understanding how text features aids comprehension and their inability to synthesize, analyze, evaluate information, determine validity and reliability of information	-Development of instructional plans with performance tasks that include: <ul style="list-style-type: none"> • Reciprocal teaching • Opinion proofs • Question-and-answer relationships • Note-taking skills • Summarization skills • Questioning the author • Wide variety of text 	Administration - Literacy Leadership Team	- Ongoing classroom assessments of targeted skills/benchmark Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly	Formative: Interim and classroom assessments Summative: 2013 FCAT Assessment
2	An area in need of improvement as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis Students need additional support in locating and analyzing an author's use of allusions and descriptive, idiomatic and figurative language in a variety of literary text identifying how word choice sets the author's tone and advances the work's theme	Use of graphic organizers to depict comparison and contrast relationships to help understand them. - Implement instruction that provides experiences with problem and solution finding activities. -Emphasize identification of words and clue words that signal relationships.	-Administration - Literacy Leadership Team	- Ongoing classroom assessments of targeted skills/benchmark Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly	Formative: Interim and classroom assessments Summative: 2013 FCAT 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 reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 64% (58) students made learning gains in reading. The goal for the 2012-2013 school year is to increase students' learning gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (58)	69% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading was Reporting Category 2 Reading Application.	Provide opportunities to students which enable them to make inferences, draw conclusions, return to text as support for answers, analyze stated vs. implied main ideas, use graphic organizers to analyze text, interact with text, understand text structures and summarize text. Interventions will be provided to students in accordance to the Tier, which will utilize Voyager and other resources	Administration and Leadership Team	Ongoing classroom assessments focusing on Reading Application to help develop meaning from text and adjust instruction as needed. Review of student performance data from school-wide mini-assessments every three (3) weeks and modification of instructional plan accordingly	Formative: Monthly Assessments, FAIR Summative: Results from 2013 FCAT 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 62% (N<30) students in lowest 25% making learning gains in reading. The goal for the 2012-2013 school year is to increase students' in lowest 25% making learning gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (N<30)	67% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading was Reading Application. In the category of Reading Application, students lack the comprehension, analytical reasoning, and critical thinking skills to determine the main idea, author's perspective or purpose in a passage.	Implement intervention sessions minimally 3 times per week utilizing supplemental materials. Interventions will be provided to students daily for 30 minutes, through a small group-rotational model, based upon students' needs, such as: - Provide opportunities for extra drill - Provide study guide - Reduce quantity of material - Provided instructional materials geared to students' level of basic skills	Administration and Leadership Team	Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.	Formative: Bi-Weekly Assessments/Data Reports. Summative: Results from 2013 FCAT 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
	40	45	51	56	62	

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:

The results of the 2012 FCAT 2.0 Reading Assessment

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

indicates that 32% (N<30) of the Black subgroup and that 34% (10) of the Hispanic subgroup are making progress in reading.

The goal for the 2012-2013 school year is to increase the percentage of students making progress in reading for the Black subgroup by 11 percentage points and for the Hispanic subgroup by 18 percentage points.

2012 Current Level of Performance:

2013 Expected Level of Performance:

White:
Black: 32% (27)
Hispanic: 34% (10)
Asian:
American Indian:

White:
Black: 43% (37)
Hispanic: 52% (16)
Asian:
American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Assessment, Black subgroup need additional instructional support and exposure to experiences with instructional activities/interventions that target benchmarks in the area of Vocabulary, students require support in the necessary skills to be successful in determining word meaning and the appropriate use of strategies for context clues.	<p>-Provide students with a variety of activities working with sets of words that are semantically related.</p> <p>-Provide practice with prefixes, suffixes, root words, synonyms, and antonyms.</p> <p>-Provide activities and experiences that all students to practice word meanings and word relationships from context.</p> <p>-Use of instructional strategies:</p> <ul style="list-style-type: none"> • Vocabulary word maps • Word walls • Reading from a wide variety of texts • Instruction in differences in meaning due to context • Engaging in affix or root word activities 	<p>-Administration</p> <p>-Literacy Leadership Team</p>	<p>- Ongoing classroom assessments of targeted skills/benchmark</p> <p>- Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.</p>	<p>Formative: pre and posttest, FAIR data, School-site assessment data, and computer program reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 34% (39) of the Economically Disadvantaged students are making satisfactory progress in reading. The goal for the 2012-2013 school year is to increase the percentage of students making progress in reading for Economically Disadvantaged by 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (39)	43% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT 2.0 Reading Assessment, Economically Disadvantaged (ED) subgroup need additional instructional support and exposure to experiences with instructional activities/interventions	-Provide students with a variety of activities working with sets of words that are semantically related. -Provide practice with prefixes, suffixes, root words, synonyms, and antonyms.	-Administration -Literacy Leadership Team	- Ongoing classroom assessments of targeted skills/benchmark - Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.	Formative: pre and posttest, FAIR data, School-site assessment data, and computer program reports. Summative: 2013 FCAT 2.0 Reading Assessment

1	that target benchmarks in the area of Vocabulary, students require support in the necessary skills to be successful in determining word meaning and the appropriate use of strategies for context clues.	-Provide activities and experiences that all students to practice word meanings and word relationships from context. -Use of instructional strategies: • Vocabulary word maps • Word walls • Reading from a wide variety of texts • Instruction in differences in meaning due to context • Engaging in affix or root word activities		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Best Practices	K-8	School Trainers	Teachers (K-8)	November 1-2 and 5-9, 2012	Classroom Observations	Principal Curriculum Support Specialist
Literacy Across the Curriculum	K-8	School Trainers	Teachers (K-8)	February 4-8, 2013	Classroom Observations	Principal Curriculum Support Specialist

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
Weekly PD on instructional best practices, use of data, and lesson planning	Curriculum Support Specialist	Title 1	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parental involvement and activities	Community Involvement Specialist Stipend	Title I	\$769.00

Provide incentives to students to promote academic achievement	Student Incentives for FCAT Reading	EESAC	\$268.75
			Subtotal: \$1,037.75
			Grand Total: \$6,037.75

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		As noted on the 2012 CELLA, students achieved 22% (4) proficiency in Listening/Speaking. The goal for the 2013 CELLA is to increase proficiency by 11 percentage points.			
2012 Current Percent of Students Proficient in listening/speaking:					
22% (4)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 CELLA Assessment, an area of deficiency was the listening and speaking Students require additional support to increase their ability to speak in English and understand spoken English that is at or above grade level.	-Use Illustrations/Diagrams Teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. These materials have been provided to teach readers about the topic and provide essential information as well as to stimulate interest. • Model looking at the illustrations before reading the text. • Ask students what the illustrations tell us about the topic. • Direct students attention to the use of diagrams, and have them notice that arrows are used to label parts of a picture or model. • Direct students attention to the graphs. Ask what information they can get from them. • Keep your questions open-ended so that students are processing the information and articulating it on their own. Ask questions like "What can you tell	Administration	- Consistent monitoring of student progress/data and modifications of instructional plans on listening and speaking to ensure improved understanding of spoken English - Ongoing classroom assessments	Classroom assessment 2013 CELLA Assessment.

about from the graph/diagram, etc.?"

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

2. Students scoring proficient in reading.

As noted on the 2012 CELLA, students achieved 22% (4) proficiency in Reading.

CELLA Goal #2:

The goal for the 2013 CELLA is to increase proficiency by 11 percentage points.

2012 Current Percent of Students Proficient in reading:

22% (4)

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	<p>As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was reading, specifically vocabulary and activating prior knowledge</p> <p>Additionally, students have limited higher order thinking / critical thinking skills</p>	<p>Build academic vocabulary in English through small group direct instruction across the English curriculum.</p> <p>-Utilization vocabulary improvement strategy (VIS)</p> <p>VIS guides students through an expository text with specific vocabulary. It helps learners recognize clues within the text and the explicit definition.</p> <p>Students will use context clues to determine the meaning of unfamiliar words.</p> <p>Implement strategies to activate prior knowledge, such as</p> <p>-Use of that is clearly related to existing knowledge that the learner already possesses. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.</p> <p>-Use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message.</p> <p>Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual</p>	Leadership Team Administration	- Consistent monitoring of student progress/data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content	<p>Formative: Teacher classroom and interim assessments</p> <p>Summative: 2013 CELLA</p>

	should make the comprehension task easier.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	As noted on the 2012 CELLA, students achieved 11% (2) proficiency in Writing. The goal for the 2013 CELLA is to increase proficiency by 11 percentage points.
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2012 Current Percent of Students Proficient in writing:

11% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the 2012 CELLA and FCAT Assessments, an area of deficiency was writing</p> <p>Students have not mastered an understanding of conventions/grammar as well as lack the ability to organize thoughts/brainstorm in preparation for writing</p>	<p>Promote school wide standards for grammar, structure, syntax, semantics, usage, and mechanics in writing.</p> <p>Develop school wide writing standard by developing/ composing posters.</p> <p>Teachers will work collaboratively with ELL teacher during planning.</p> <p>Create a topic board with sticky notes to record topics students discuss and post them.</p> <p>Encourage illustrations and provide graphic organizers</p> <p>Provide Time For Peer-to-Peer and Student-to-Teacher Discussion Prior to Writing</p> <p>Let Students Write or Dictate Their Stories in Their Native Language</p> <p>Establish Writer's Circles and exposure to wide variety of writing experiences (Journaling, letter writing, poetry, stories)</p>	English Teacher, ELL Teacher, and Administration.	- Consistent monitoring of student progress/data and modifications of instructional plans to improve students' writing	<p>Formative: Teachers' bi-weekly assessments</p> <p>Summative: 2013 CELLA</p>

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 27% (31) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3 by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (31)	30% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A common area of deficiency as noted on the 2012 Mathematics Test for grades 3-5 is in Geometry and Measurement.	Inventory and redistribute or purchase and distribute manipulatives in the primary grades and departmentalize intermediate grades to consolidate materials. Conduct vertical planning to reinforce attributes of shapes, size and position, dimensional geometric shapes, and transitive properties in the primary grades to prepare and support application of two and three dimensional shapes in the intermediate grades.	Administration Leadership Team	- Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.	Formative: Classroom and interim assessments District Interim data reports Student work Summative: Results from 2013 FCAT Mathematics Assessment
2	Students require additional support in attaining conceptual understanding of geometric properties and measurement	Increase the use of manipulative and hands-on activities to reinforce math concepts through real-world activities.	Administration Leadership Team	Review ongoing classroom assignments and assessments Classroom walkthroughs to document the use of manipulatives.	Formative: Classroom and interim assessments Student work Summative: Results from 2013 FCAT 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:	
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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal #2a:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 10% (12) of students achieved Level 4 and 5.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4 and 5 by 2 percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>10% (12)</p>	<p>12% (14)</p>

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	<p>A common area of deficiency as noted on the 2012 Mathematics Test for grades 3-5 is in Geometry and Measurement.</p> <p>Students require additional support in mastering a conceptual understanding of geometric properties and measurement</p>	<p>Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.</p> <p>Provide grade level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects</p> <p>Infuse literacy in mathematics through that promotes the use of math terminology, specifically geometry and measurement terms, in</p>	<p>Administration Leadership Team</p>	<ul style="list-style-type: none"> - Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed. - Collaboration with teachers during planning to assist with development of lessons that utilize manipulatives, includes literacy strategies, and provides grade-level appropriate activities that support conceptual understanding of geometric properties and measurement. - Review of student work, journals and teacher lesson plans - Classroom walkthroughs 	<p>Teacher observations</p> <p>Formative: Classroom and interim assessments</p> <p>Student work</p> <p>Summative: Results from 2013 FCAT Mathematics Assessment.</p>

	journals that allow student reflection about what they learned and the use of books about geometry as lesson leads.		
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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 63% (57) of students making Learning Gains in math. Our goal for the 2012-2013 school year is to increase the percentage of making Learning Gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (57)	68% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number: Base Ten & Fractions Absence of daily opportunities to engage in real-world situations using whole numbers, fractions and decimals while solving non-routine	Develop problems solving questions using supplemental materials with varying complexity that will guide students to higher order thinking using enrichment activities and non-routine problems o Provide contexts for mathematical exploration and the development of student understanding of number and operations	Administration Leadership Team	- Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed. - Review ongoing classroom assignments and assessments that target higher order thinking activities.	Formative: Benchmark assessments and District Interim data reports Summative: Results from 2013 FCAT Mathematics Assessment

1	problems.	<p>through the use of manipulatives and engaging opportunities for practice.</p> <ul style="list-style-type: none"> o 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. o 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. o Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. o Intervention will occur in accordance to the Tiers and the strategies will include: <ul style="list-style-type: none"> - The use of multiple representations When introducing a new concept, use as many representations of the concept as you can: use manipulatives and models, real-life examples, technology, and symbolic representations. 			
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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:

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

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 65% (n<30) of students in lowest 25% making Learning Gains in math. Our goal for the 2012-2013 school year is to increase the percentage of students in lowest 25% making Learning Gains by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (N<30)	70% (N<30)

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	<p>As noted on the 2012 FCAT Mathematics Assessment, students have not mastered concepts in Geometry and Measurement is an area of deficiency.</p> <p>The students need to build prior knowledge and fill gaps in learning basic mathematic concepts.</p>	<p>Identify the Lowest 25% in each grade 3-5 based on assessment data.</p> <p>Provide tutoring during school to remediate skills not mastered on assessments.</p> <p>Increase the use of manipulative and hands-on activities to reinforce mathematic concepts.</p> <p>Utilize differentiated instruction in small groups to meet the needs of students that need</p> <p>Intervention will occur in accordance to the Tiers and the strategies will include: - Emphasize Real-Life Applications: Help students see the value and application of the mathematics they are studying by presenting as many real-life applications. By relating a math topic to something relevant in a student's life, it increases a student's interest in the topic, and help make mathematics more meaningful. Many real-life</p>	Administration Leadership Team	Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed	<p>Formative: Benchmark assessments and District Interim data reports</p> <p>Summative: Results from 2013 FCAT Mathematics Assessment</p>

	applications of mathematics can make the content more interesting to struggling students. By increasing their interest, you can help increase their motivation.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36	42	48	53	59	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 33% (28) of the Black subgroup and that 48% (14) of the Hispanic subgroup are making progress in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students making progress in mathematics for the Black subgroup by 13 percentage points and for the Hispanic subgroup by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 33% (28) Hispanic: 48% (14) Asian: American Indian:	White: Black: 40% (34) Hispanic: 54% (16) Asian: American Indian:

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	Based on 2012 FCAT Mathematics Assessment the Black subgroup struggles with Geometry and Measurement and Number: Base Ten & Fractions are areas of deficiencies. There is a need for consistent implementation of small group instruction during the mathematical instructional block.	Engage students in activities to use technology and hands-on/engaging resources to promote math concepts. Provide PD for Teacher's on differentiated instruction during the math instructional block. Utilize differentiated instruction in small groups to meet the needs of students that need intervention.	Administration Leadership Team	Leadership Team will monitor lesson plans to ensure that differentiated instructional strategies and use of technology are reflected in plans and are implemented in instructional block. Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.	Formative: Mini benchmark assessments. Summative: Results from 2013 FCAT 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	
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satisfactory progress in mathematics. Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		<p>The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 39% (44) of the Economically Disadvantaged students are making satisfactory progress in reading.</p> <p>The goal for the 2012-2013 school year is to increase the percentage of students making progress in mathematics for Economically Disadvantaged by 3 percentage points.</p>		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
39% (44)		42% (48)		
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	Based on 2012 FCAT Mathematics Assessment the subgroup Economically Disadvantaged struggles with Geometry and Measurement and Number: Base Ten & Fractions are areas of deficiencies. There is a need for consistent implementation of small group instruction during the mathematical instructional block.	Engage students in activities to use technology and hands-on/engaging resources to promote math concepts. Provide PD for Teacher's on differentiated instruction during the math instructional block. Utilize differentiated instruction in small groups to meet the needs of students that need intervention.	Administration Leadership Team	Leadership Team will monitor lesson plans to ensure that differentiated instructional strategies and use of technology are reflected in plans and are implemented in instructional block. Review tri-weekly checkpoints to ensure progress is being made and adjust interventions as needed.	Formative: Mini benchmark assessments. Summative: Results from 2013 FCAT Mathematics Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:			The results of the 2012 FCAT Mathematics Test indicate that 27% (31) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 30%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
27% (31)			30% (35)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Geometry and Measurement, Number Sense and Operations, Problems, and Statistics. These deficiencies are due to failure to align instruction to Instructional Focus Calendars in a timely manner	Implement collaborative planning with teachers to devise a bank of enrichment activities align to assessed benchmarks that are targeted on the IFC that is aligned to the NGSSS.	Administration Instructional Support Staff Leadership Team	Collaborate with teachers frequently to assist with analyzing assessment data to update and adjust IFCs that will include "best practices," to ensure alignment. Review Tri-weekly assessment reports to adjust instruction as needed.	Formative Administrative Classroom walkthrough/Observation Logs Teacher Lesson Plans Student Work Samples District Assessments Summative 2013 FCAT 2.0
	The area of deficiency as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category of Geometry and	Instructional plans will emphasize mastery of the various developmental levels of geometric understanding to improve students'	Administration Instructional Support Staff Leadership Team	Provide time during department /grade level meetings to share best practices and reflect on additional needs.	Formative Administrator Classroom walkthrough/Observation Logs

2	<p>Measurement</p> <p>Students will benefit from activities to increase geometric reasoning and finding the perimeters and areas of two-dimensional figures.</p>	<p>reasoning ability</p> <p>The basis of instructional planning will focus on students' mastery of each developmental level in geometric reasoning, which are:</p> <p>Basic Level: Visualization At this level students view objects as entire entities, not noticing individual components or properties. The focus is on the whole object, not its parts.</p> <p>Level 1: Analysis Students begin to recognize that geometric shapes have parts and special properties. However, they are not able to describe how these properties are related, nor are they able to understand definitions.</p> <p>Level 2: Informal Deduction At this level students comprehend the connection between properties within geometric figures and from one set of figures to another. Students are able to follow proofs, but are not able to construct one themselves.</p> <p>Level 3: Deduction At this level students can construct a geometric proof and understand the connection between postulates, theorems, and undefined terms.</p> <p>Level 4: Rigor At this level students see geometry in the abstract. Students can move between different geometric systems and can compare and contrast them</p>		<p>Review Tri-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.</p> <p>Frequent classroom walkthroughs to monitor and observe instructional plans and delivery</p>	<p>Teacher Lesson Plans</p> <p>Student Work Samples</p> <p>District Assessments</p> <p>Summative: FCAT 2013</p>
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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:

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

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 10% (12) of students achieved Level 4 and 5 in math. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4 and 5 by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (12)	12% (14)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiency indicates that students need additional support in the use of hands-on manipulatives, and differentiation of instruction that address Algebra and Geometry benchmarks.	Provision of opportunities to increase understanding of skills through hands-on experiences with grade-level appropriate concepts that apply to real- life situations and problems. Additionally, students will use manipulatives to show transfer of mathematical theory to practical applications	Administration Leadership Team	Review ongoing classroom assignments and assessments Classroom walkthroughs and review of lesson plans to document the use of manipulatives. Review Tri-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	Lesson Plans Administrative Classroom Walk Throughs Formative: Classroom and interim assessments Summative: FCAT 2013

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					
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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 63% (57) of students making Learning Gains in math. Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (57)	68% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1 Number: Operations, Problems, and Statistics</p> <p>Students will benefit from understanding multiplication, division of fractions, and decimals.</p>	<p>Implement the use of inquiry-based lessons and activities to promote authentic and rigorous student engagement utilizing Webb's Depth of Knowledge to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p> <p>Provide interventions to students daily for 30 minutes based in accordance to the Tiers, such strategies include:</p> <ul style="list-style-type: none"> • Use Small Groups or Student Pairs. Small groups or student pairs allow students to ask questions comfortably and admit confusion when working in small groups or with another student. <p>Students can also benefit from explanations from fellow students. Often these explanations can make more sense to a student than one offered from an instructor. This instructional strategy can enable teachers to spend</p>	Administration Leadership Team	<p>Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.</p>	<p>Formative: District interims Mini-Assessment</p> <p>Summative: Results from 2013 FCAT Assessment</p>

	<p>time listening to and observing students as they work on assignments.</p> <p>The grouping of students should be carefully thought out ahead of time to best address the needs of struggling students. For many cooperative group activities, random assignments are fine, but in the case of students in need of intervention, teachers will form groups or pairs that will be conducive to discussion and support.</p>		
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	
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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 65% (n<30) of students in the Lowest 25% making Learning gains in math.</p> <p>Our goal for the 2012-2013 school year is to increase students in Lowest 25% making learning gains by 5 percentage points to 70%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (N<30)	70% (N<30)

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
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1	<p>The area of deficiency as noted on the 2011 Administration of the FCAT Mathematics Test was Reporting Category of Geometry and Measurement</p> <p>Students will benefit from finding the area of non-rectangular figures.</p>	<p>Utilize assessment data reports to provide opportunities for math teachers and math coach to work in small groups of students emphasizing instructions in different levels of measurement concepts and applying learning to solve real-world problems.</p>	<p>Administration Leadership Team</p>	<p>Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.</p>	<p>Formative: District interims Mini-Assessment</p> <p>Summative: Results from 2013 FCAT Assessment</p>
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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%.	<p>Middle School Mathematics Goal #</p> <p>Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.</p> <p>5A :</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36	42	48	53	59	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 33% (28) of the Black subgroup and that 48% (14) of the Hispanic subgroup are making progress in mathematics.</p> <p>The goal for the 2012-2013 school year is to increase the percentage of students making progress in mathematics for the Black subgroup by 13 percentage points and for the Hispanic subgroup by 6 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: Black: 33% (28) Hispanic: 48% (14) Asian: American Indian:</p>	<p>White: Black: 40% (34) Hispanic: 54% (16) Asian: American Indian:</p>

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
	<p>Based on 2012 FCAT Mathematics Assessment the Black subgroup struggles with Number Sense and Operations is the fundamental area of deficiency.</p>	<p>Grade 6</p> <ul style="list-style-type: none"> o Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. o Use visual models to explain multiplication and division of fractions. o Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers <p>Grade 7</p> <ul style="list-style-type: none"> o Provide the opportunities for students to add, 	<p>Administration Leadership Team</p>	<p>Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.</p>	<p>Formative: District interims Mini-Assessment</p> <p>Summative: Results from 2013 FCAT Assessment</p>

1	<p>subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p> <ul style="list-style-type: none"> o Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them. <p>Grade 8</p> <ul style="list-style-type: none"> o Provide opportunities for students to make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. o Use real world mathematics examples (distance between planets, nano-technology, size of molecules) to introduce expressions of rational numbers in exponential notation, including negative exponents, and/or numerical or algebraic expressions that contain exponential notation. 		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal E:

The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 39% (44) of the Economically Disadvantaged students are making satisfactory progress in reading.

The goal for the 2012-2013 school year is to increase the percentage of students making progress in mathematics for Economically Disadvantaged by 3 percentage points.

2012 Current Level of Performance:

2013 Expected Level of Performance:

39% (44)

42% (48)

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
	Based on 2012 FCAT Mathematics Assessment the subgroup Economically Disadvantaged struggles with Number Sense and Operations is the fundamental area of deficiency.	Grade 6 o Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. o Use visual models to explain multiplication and division of fractions. o Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers Grade 7 o Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions,	Administration Leadership Team	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: District interims Mini-Assessment Summative: Results from 2013 FCAT Assessment

1		<p>and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p> <ul style="list-style-type: none"> o Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them. <p>Grade 8</p> <ul style="list-style-type: none"> o Provide opportunities for students to make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. o Use real world mathematics examples (distance between planets, nano-technology, size of molecules) to introduce expressions of rational numbers in exponential notation, including negative exponents, and/or numerical or algebraic expressions that contain exponential notation. 	
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Algebra End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

Problem-Solving Process to Increase Student Achievement

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

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.	
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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
FCIM Training	Grade K-8	Contracted Support/Consultant	All Teachers	August 21-22, 2012 and ongoing	Grade Level Meetings	Leadership Team
Differentiated Instruction Workshop/Trainin	Grade K-8	Contracted Support/Consultant	All Mathematics Teachers	October 2012 and Ongoing	Student work folders/Classroom visits	Leadership Team, and Administration
Data Analysis and IFC Development	Mathematics	Administration	All Mathematics Teachers	September 26, 2012 and Ongoing	Data Chats, Planning Meetings	Administration and Instructional Support
Best Practices in using manipulative to enhance student learning	Mathematics Grades K-8	Mathematics Teachers	Mathematics Teachers in Grades 3-8	October 10, 2012 and Ongoing	Classroom observations	Administration and Instructional Support

Mathematics Budget:

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

Practices, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$9,000.00
			Subtotal: \$9,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student incentives to promote increased academic achievement	Student incentives for FCAT Math	EESAC	\$268.75
			Subtotal: \$268.75
			Grand Total: \$9,268.75

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 20% (7) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (7)	25% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A noted area of deficiency based upon the 2012 FCAT 2.0 Science Test is Earth and Space Science. Students have little content knowledge in this area and do not understand how to develop and apply higher order thinking skills	Provide students with opportunities to compare, contrast, interpret, analyze and explain earth and space concepts during inquiry based hands on laboratory activities. Utilize the state developed item specifications to focus instruction on those medium to high cognitive questions that will increase critical thinking skills. Provide interventions and tutorials	Administration Instructional Support Staff Leadership Team	Classroom walkthroughs and review of science assessment data to monitor progress Review of instructional plans and observation of planning sessions to ensure adjustments are made to support targeted interventions based on student needs. Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.	Formative: Classroom science assessments, Interim assessments Summative: 2013 FCAT Science Assessment
	A noted area of deficiency based upon the 2012 FCAT 2.0 Science Test is The Nature of Science.	Provide activities for students to design and develop science and engineering projects to increase scientific	Administration Instructional Support Staff	Review and observation of instructional planning and delivery through classroom	Formative: Classroom science assessments, Interim

2	<p>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</p> <p>Provide opportunities for students to experience the scientific method by participating in the District Science Fair</p> <p>Integration of literacy in science to enhance scientific meaning through writing, talking, and reading science.</p>	Leadership Team	<p>walkthroughs</p> <p>Students' Scientific journal</p> <p>Monitoring and ensuring school participation in District Science Fair</p> <p>Analysis of on-going science assessments</p> <p>Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.</p>	<p>assessments</p> <p>Summative: 2013 FCAT Science Assessment</p> <p>District Science Fair results</p> <p>Teacher evaluations</p>
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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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p> <p>Science Goal #1b:</p>	
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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>The results of the 2012 FCAT Science Test indicate that 6% (2) of students achieved Level 4 and 5.</p> <p>Our goal for the 2012-2013 school year is to increase percentage of students achieving Level 4 and 5 student by 2 percentage points to 8%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (2)	8% (3)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	An area noted as continually deficient is Nature of Science, based up on the 2012 FCAT Science Test results. Students are unable to think critically about the scientific process, such as making predictions, collecting and analyzing data, drawing conclusions and designing experiments to test	Teachers will develop an inquiry based classroom where critical thinking and science investigations are integrated into all science content areas. Implement professional development and support during instructional planning to create inquiry based learning in science. Teachers will also develop three higher order questions, directly aligned to the benchmarks, to be posed to the class.	Administration Leadership Team	Review of instructional plans and observation of planning sessions to ensure strategies are included to support scientific thinking. Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators. Classroom walkthroughs and review of science assessment data to monitor progress	Formative: Classroom science assessments, Interim assessments Summative: 2013 FCAT Science Assessment

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

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

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
					-Review of Lesson plans weekly to note inclusion of inquiry	

Inquiry Based Learning	K-8	School-based Facilitator	Science Teachers	October 15, 2012 and ongoing	based strategies -Teacher observations of instructional delivery utilizing inquiry based strategies	Administration
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training in instructional best practices, inquiry based learning, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student incentives to support increased academic achievement	Student incentives	EESAC	\$268.75
			Subtotal: \$268.75
			Grand Total: \$3,268.75

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 69% (24) of students achieved Level 3 proficiency or higher. Our goal for the 2012-2013 school year is to increase students achieving a Level 3 or higher by 3 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (24)	72% (25)

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
	A noted area of deficiency as	During writing instruction students will	Administration	Administer and score students' monthly	Formative: Students' scores

1	<p>demonstrated on the 2012 FCAT Writing Test was students' needed additional support in analyzing the prompt as well as focus and elaborates in a narrative/expository essay.</p> <p>Additionally, could benefit from lessons that incorporated real life experiences into their writing and use proper mechanics</p>	<p>use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts to develop focus and elaboration</p> <p>Writing Focus Lessons with an emphasis on grammar and mechanics</p>	Leadership Team	<p>writing prompts to monitor students' progress and to adjust focus as needed.</p> <p>Monitor instructional planning and ensure use of writing focus lessons</p> <p>Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators.</p>	<p>on monthly writing assessments</p> <p>District Writing Mid-Year Test</p> <p>Summative: 2013 FCAT Writing Assessment</p>
2	<p>Improve schools' efforts to develop/create a writing program that is implemented with fidelity, easy for students to understand and is applicable across the curriculum</p>	<p>Implement a school wide writing plan utilizing the 4 Square Model to improve students' writing abilities with expository and narrative prompts</p>	<p>Administration</p> <p>Instructional Support Staff</p> <p>Leadership Team</p>	<p>Monitor implementation of writing plan/program that is developed</p> <p>Development of student writing portfolios to save students writing samples and is monitored during classroom walkthroughs by administration</p> <p>Instructional planning will include 4 Square Model and these plans will be monitored</p>	<p>Formative: Students' scores on monthly writing assessments</p> <p>Writing portfolios</p> <p>District Writing Mid-Year Test</p> <p>Summative: 2013 FCAT Writing Assessment</p>
3	<p>An area of in need of improvement, as noted during the administration of the 2012 FCAT Writing Test, was the use of a variety of vocabulary and limited use of appropriate sentence structure within the writing process.</p>	<p>Provide writing interventions to student in a small flexible group and in a whole group setting that focuses on targeted needs based on the results of writing assessments given</p>	<p>Administration</p> <p>Leadership Team</p>	<p>Modeling and observation by Instructional Support Staff</p> <p>Small group interventions through push ins/pull outs</p> <p>Tiered activities</p>	<p>Formative: Students' scores on monthly writing assessments</p> <p>Writing portfolios</p> <p>District Writing Mid-Year Test</p> <p>Summative: 2013 FCAT Writing Assessment</p>

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	
Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD – Best Practices in using manipulative to enhance student learning	Writing Grade 4 and 8	Writing Teachers	Writing Teachers Grade 4 and 8	Ongoing	Teachers and Instructional Support will examine student monthly essays at grade level	Administration and Instructional Support
Writing Best Practices	Grades 1-8	District	Writing Teachers Grades K-8	November 6, 2012 and ongoing during early-release days (once a month on Wednesday)	Journal entry/evidence of use within classroom	Administration and Instructional Support
Rubric Training	Writing Grade 4 and 8	Curriculum Support Specialist and Writing Teachers	Writing Teachers Grades 4 and 8	November 6, 2012 and ongoing during early-release days (once a month on Wednesday)	Independent activities and classroom observations (both formal/informal)	Administration and Instructional Support

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
Training in use of writing rubric, best practices, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student incentives to promote increased academic achievement	Student incentives	EESAC	\$268.75

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Civics EOC Baseline Assessment indicate that 0% (0) of students performed at an Achievement Level of 3. Our Goal for the 2012-2013 school year is to have at least 10% (1) of students achieve a Level 3 proficiency in the Civics EOC Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need organized and focused instruction targeting concepts and skills required for EOC Civics assessment	<ul style="list-style-type: none"> -Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics. -Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. -Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues. -Provide opportunities for students to write to inform and to persuade. 	Administration Leadership Team	<p>Classroom walkthroughs and review of social studies/civics assessment data to monitor progress</p> <p>Review of instructional plans and observation of planning sessions to ensure strategies are included to support Civics.</p>	<p>Formative: Classroom Civics assessments, Interim assessments</p> <p>Summative: 2013 District Civics Assessment</p>

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.	
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Civics Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students benefit from increased exposure to standards, questions and test design of the EOC Civics assessment. Additionally, increased support structured activities to increase mastery of assessed-benchmarks.	Provide opportunities for students to utilize print and non-print resources to research specific issues related to civics; help students provide alternate solutions to the problems researched. -Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District (i.e. Project Citizen) -Utilize District-published lesson plans with assessments aligned to test EOC Exam Benchmarks to maximize	Administration Leadership Team	Review of instructional plans and observation of planning sessions to ensure strategies are included to support Civics. Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and walkthroughs by administrators. Classroom walkthroughs and review of social studies/civics assessment data to monitor progress	Formative: Classroom Civics assessments, Interim assessments Summative: 2013 District Civics 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
Training on the use of data to drive instruction	K-8	School-based Facilitator	Social Studies Teachers	October 24, 2012 and ongoing	Classroom observations	Administration

Civics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on literacy across the curriculum and inclusion of reading strategies in social studies	Curriculum Support Specialist	Title 1	\$2,000.00
			Subtotal: \$2,000.00
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 Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		Our goal for this year is to increase attendance to 0.5 percentage points by minimizing absences due to illness and truancy and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.82% (200)		97.32% (201)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
32		30			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
37		35			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to job responsibilities, parents are unable to attend scheduled attendance meetings and limited understanding of how attendance affects student progress.	Conduct weekly meetings with parents of students who are developing patterns of nonattendance that will provide intervention strategies and support for families.	Administration Office Manager/Secretary Leadership Team	The review of the daily attendance bulletin. Create home visitation log and schedule home visits regularly Parent/Teacher	Review of the Attendance logs Required documentation for excused absences

				Conferences	
2	Many students were absent due to recurring illnesses	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	Administration	Leadership Team select a health services provider to obtain literature on the topic and distribute to students and family Remind students of habits that support healthy choices Leadership will monitor that health education and health prevention strategies are implemented throughout the school	Attendance bulletins

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is maintain the number of both indoor and reduce outdoor suspensions to 0% through interventions and incentives.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The noted deficiency is that require increased awareness of proper behavior in school and the consequences that will result from improper behavior</p> <p>Parents and students need to increase depth of understanding of the school-wide PBS discipline model.</p>	<p>Utilize the Student Code of Conduct by providing incentives through the implementation of District Implementation of the Schoolwide Discipline Plan.</p> <p>Conduct parent workshops to provide parents with an overview/understanding of the PBS model.</p> <p>Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement</p>	Administration Leadership Team	Monitor PBS report by grade level teams and monitor student discipline reports on student outdoor suspension rate.	<p>Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate.</p> <p>Parent sign-in log for attendance to workshops.</p>

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
School-wide Discipline Plan	All Staff	Administration	School Wide Participation	Ongoing	Classroom walkthroughs and both formal and informal observations will be used to ensure that teachers utilize the Student Code of Conduct with fidelity.	School Leadership Team
Student Code of Conduct	All Staff	Administration	School Wide Participation	Ongoing	Ensure that faculty and staff are enforcing the Student Code of Conduct through drop-in formal and informal observations within the classroom and school grounds.	School Leadership Team
Character Education	All Staff	Administration	School Wide Participation	Ongoing	Pre/Posttests Character Lesson Plans	School Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal # 1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		N/A			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Parent Involvement Budget:

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

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:		<p>In alignment with Florida's STEM Education Initiative, the goal is to strengthen math and science education. This would include, but is not limited to providing students with a basic understanding of scientific and mathematical principles, a working knowledge of computer hardware and software, and/or problem solving skills developed by STEM coursework.</p> <p>For the 2012-2013 school year, ECA students will participate in 3 project based activities that promote STEM</p>			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need increased exposure to a curriculum that fosters project-based learning and connects STEM principles to coursework by including science, math and technology in instructional planning	<p>Develop a plan that supports the implementation of a quality program, such as the development of IFCs that include standards from math, science and CTE</p> <p>Identify the needs of the school relative to fostering STEM within the curriculum and select resources available to support STEM</p> <p>Structure instructional plans with STEM attributes/standards to promote student use of STEM</p>	<p>Administration</p> <p>Leadership Team</p>	<p>Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.</p> <p>Classroom walkthroughs monitor use of STEM strategies and implementation rubrics</p> <p>Monitor lesson plans and collaborative planning sessions</p>	<p>Meeting minutes</p> <p>STEM implementation plan</p>
2	Limited understanding of STEM standards/attributes and rubric for implementation	<p>Assess staff knowledge and understanding of STEM principles</p> <p>Provide targeted training on strategies that support the implementation of STEM, such as training on how to use C-PALMS which is an online standards-based resource system helps educators not only find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives, but also share their own resources for review and distribution worldwide.</p>	<p>Administration</p> <p>Leadership Team</p>	<p>Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.</p> <p>Classroom walkthroughs monitor use of strategies that support STEM and implementation rubrics</p> <p>Monitor lesson plans and collaborative planning sessions</p>	<p>STEM implementation Rubric</p> <p>Classroom assessments</p> <p>Teacher observations</p>

		Ensure teachers incorporate and utilize STEM rubrics for monitoring of implementation			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
C-PALMS	K-5	District and/or Instructional Support	All Teachers	October 15, 2012 and Monthly	Review of Lesson Plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies	Administration and Instructional Support
STEM Attributes	6-8	District and/or Instructional Support	Science and Math teachers	November 15, 2012 and Ongoing	Review of Lesson Plans and monitoring of collaborative planning sessions to ensure inclusion of STEM strategies Administrative monitoring through Classroom Walk-throughs	Administration and Instructional Support

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

Career and Technical Education (CTE) Goal(s)

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

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

1. CTE CTE Goal #1:	Our goal is to provide students opportunities to research specific careers of interest so that by the end of 6th-8th grade they have a strong understanding of requirements for their career choice.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need increased exposure to Project Based Learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules. Provide opportunities for academic teachers to develop and implement integrated curriculum.	<ul style="list-style-type: none"> • Arrange for common planning or lesson study time to develop integrated lessons with teachers. • Implement best practices of integrating CTE content with literacy skills using technology (provided school has access to district programs). • Participate in Math-in-CTE or other integrated curriculum development, planning sessions of Mathematics teachers will utilize district resources that support CTE • Promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content. • Attend online PD "Unwrapping CTE Standards" • Include CTE instruction within school instructional focus calendar. • Plan activities school-wide during CTE Month (Feb. 2013.) 	Administration Leadership Team	Monitor the curriculum development opportunities of academy teachers, with common planning, academy retreats, etc. Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses	Classroom assessments Teacher observations Lesson Plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
					-Review of resources for background information	

Discovery Education	Grade 6-8	District PD	Teachers of Grades 6-8	December 2012 and ongoing	of STEM scientific principles of CTE content during planning sessions	Administration
"Unwrapping CTE Standards	Grades 6-8	online PD	Teachers of Grades 6-8	December 2012 and ongoing	Review of collaborative lesson planning and monitoring implementation of lesson plans	Administration
Project Based Learning elements	Grades k-8	online course	All Teachers	December 2012 and Spring 2013	Review of collaborative lesson planning and monitoring implementation of lesson plans	Administration

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Weekly PD on instructional best practices, use of data, and lesson planning	Curriculum Support Specialist	Title 1	\$5,000.00
Mathematics	Training in Instructional Best Practices, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$9,000.00
Science	Training in instructional best practices, inquiry based learning, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$3,000.00
Writing	Training in use of writing rubric, best practices, use of data and lesson planning	Curriculum Support Specialist	Title 1	\$4,000.00
Civics	Training on literacy across the curriculum and inclusion of reading strategies in social studies	Curriculum Support Specialist	Title 1	\$2,000.00
				Subtotal: \$23,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase parental involvement and activities	Community Involvement Specialist Stipend	Title I	\$769.00
Reading	Provide incentives to students to promote academic achievement	Student Incentives for FCAT Reading	EESAC	\$268.75
Mathematics	Provide student incentives to promote increased academic achievement	Student incentives for FCAT Math	EESAC	\$268.75
Science	Provide student incentives to support increased academic achievement	Student incentives	EESAC	\$268.75
Writing	Provide student incentives to promote increased academic achievement	Student incentives	EESAC	\$268.75
				Subtotal: \$1,844.00
				Grand Total: \$24,844.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/18/2012)

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
EESAC funds will be utilized to purchase supplemental materials to further enhance students' academic performance.	\$1,075.00

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

The EESAC will meet monthly to assist and support the total school program and monitor the implementation and progress of the School Improvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District EXCELSIOR CHARTER ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	46%	88%	25%	201	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%	62%			133	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	87% (YES)	80% (YES)			167	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District EXCELSIOR CHARTER ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	45%	64%	50%	200	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	40%	38%			78	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	37% (NO)	37% (NO)			74	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					352	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested