

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: SKY ACADEMY

District Name: Sarasota

Principal: OLEH A. BULA, Ed.D.

SAC Chair: Michelle Sooklal

Superintendent: LORI WHITE

Date of School Board Approval: 10/24/2012

Last Modified on: 1/4/2013

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	OLEH A. BULA	B.A. CHEMISTRY, BOSTON UNIVERSITY M.A. EDUCATION CURRICULUM, UCF Ed.D. EDUCATION LAW, UCF	2	12	Seven (7) years at Satelilte High School, Brevard County, A School. Two (2) years at Boone High School, Orange County, A School. Opened (April - November, 2011) Cornerstone Charter (K-8) and Cornerstone High (9-12), Orange County.

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	<p>SKY Academy makes every effort to recruit and retain highly qualified teachers in all academic areas.</p> <p>SKY Academy administration hires only teachers who are certified in their subject areas of expertise.</p> <p>The No Child Left Behind Act of 2001 ensures that every student has a great teacher, reaching for the goal: a highly qualified teacher in every classroom, leaving no child behind.</p> <p>Highly qualified teachers must possess at minimum a bachelor's degree, have full state certification and demonstrate subject matter mastery in each subject taught.</p> <p>SKY Academy has taken the following steps to ensure a high quality, highly qualified teaching staff:</p> <p>(1) Hire only teachers with State certifications in subject areas being taught.</p> <p>(2) Implement a rigorous and relevant Teacher Induction program for new teachers.</p> <p>(3) Align Teaching standards with Student standards.</p> <p>(4) Support teachers attending workshops, roundtables, and other training sessions.</p> <p>(5) Support qualified individuals in the Florida State Approved Competency Based Alternative Certification Program.</p> <p>(6) Provide first year teachers with a highly effective teacher Mentor.</p> <p>(7) Provide Teachers with on-going Professional Development training and support.</p>	OLEH A. BULA, PRINCIPAL	AUGUST 1, 2012	
2	<p>(8) SCIP Mentoring Program</p> <p>(9) Collaborative Planning Groups in Professional Learning Communities by Subject Area.</p>	Michelle Sooklal	May 10, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
14	14.3%(2)	14.3%(2)	42.9%(6)	28.6%(4)	57.1%(8)	100.0%(14)	28.6%(4)	7.1%(1)	28.6%(4)

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
Michelle Sooklal Elaine Zimmerman	Lara Lobosco Katherine Moore	Experienced Master Teachers with Beginning and New Teachers	<p>Beginning teachers are expected to complete the Sarasota Induction Program in one school year.</p> <p>The Induction Program is a rigorous program that includes evaluation, assessment, guidance, conference, and discussion with a school administrator and a master teacher who collaborate with the teacher to improve teaching strategies in and out of the classroom.</p> <p>The program focuses on planning, organization, measurement of student achievement, student classroom management, and testing. The mentor teacher and school administrator work together to ensure that the teacher is working to the high standards of the school, district, and state requirements.</p> <p>SKY Academy utilizes several programs to mentor teachers. Master teachers provide orientation and assistance to teachers new to the profession.</p> <p>All new teachers are referred to the county programs for new teachers and encouraged to attend the clubs. Within the school, all new teachers are assigned a mentor and complete the full or partial county orientation program. All new teachers are provided with observations, training where necessary, and follow-up conferences to provide feedback. Several professional study groups are available for continued professional growth.</p>

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the RtI Leadership Team at SKY Academy include the Principal, Administrative Specialist, Director of Student Services, Core Teachers and ESE Staffing Teacher.

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 RtI Leadership Team will meet bi-weekly to review student academic, behavioral and social data and develop and plan for training and implementation of RtI on all levels at SKY Academy.

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 RtI Leadership Team will help guide the overall implementation of other SIP activities in conjunction with RtI as best practices.

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.

The RtI Leadership team will use multiple sources of data including CrossPointe, AS400 and SharePoint to compile tiered data on all students at SKY Academy.

Describe the plan to train staff on MTSS.

The RtI Leadership team will attend comprehensive training in the sponsor district's (Sarasota) professional development center at the Landings.
RTI work shops will be provided at SKY Academy and classroom walk throughs will assist in providing strategies and supports necessary for student achievement.

Describe the plan to support MTSS.

SKY Academy will send notice home to all parents referencing process in place to address needs of all students; may include conferences, additional specialized staff sensory screening activities, etc., so parents know this system exists and do not think it automatically means "ESE referral".

Data collection: DIBELS; math and reading assessments; report cards; curriculum-based assessments and mini-assessments; FCAT reports; any universally administered standardized, reliable, and valid tests results
notify parent through written notice or document; provide contact information if parent has questions or needs clarification.

Individual student issues addressed: conduct parent/teacher conferences.

Multidisciplinary team meets to address problems of identified students, progress monitoring
invite parent to attend these meetings; solicit input in a formal manner if unable to attend.

Documentation of progress. Continue to send home reports, data reviewed by team; involve parent in the intervention process (Note: If we are teaching in a different way or teaching a targeted skill, the parent should know about this and be guided in helping the student at home to the extent the parent is willing and able.

Team meetings to review progress and make instructional decisions. Invite parents to participate in meetings and/or receive any of the data that is used by the team with a summary of the meeting in writing accompanied by a follow-up telephone call and/or parent/teacher conference. Decisions that result in a student spending more time in intensive instruction than typical peers.

Send form letter home; obtain consent for individual evaluation; conduct follow-up call to address parent questions. (per FLDOE guidelines)

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team will include the Principal, Language Arts Teachers - Reading Endorsed, Reading Teacher, and ESE Staff Teacher.

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

The Literacy Leadership Team will meet monthly as a school based PLC.

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

The Literacy Leadership Team will work with school administration and all teachers to provide significant improvement in performance with all students, through a school wide continuous improvement model.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Every teacher ties the teaching of reading to their Professional Development Plans as a first or second priority.
Improvements in reading are directly accountable to each teacher through evaluation of each students FCAT scores and their improvement monitored by their Developmental Scale Score (DSS).
PLC teams meet bi-monthly to ensure differentiated instruction strategies in reading are integrated at all levels of the curriculum.

*High Schools Only

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

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

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:	By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% Level 3 (78 students out of 166 students scored a level 3)	50% of all students will score a level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
	Students from numerous public and private schools.	<ol style="list-style-type: none"> Analyze student data by utilizing: CrossPointe, AS400, state and county benchmarks, and other SKY Academy student data with all teachers grades 6-8. Expand usage of the county Reading Plan for reading motivation. Offer Academic Enrichment Program for students working below grade level (level 1 and 2 and lowest 25%) including ESE and ELL students. (AEP) To provide access to a daily reading block with response to intervention (RTI) for all students including those needing remediation, intervention, and enrichment. Utilize the DIBELS, FAIR, (diagnostic reading assessments) to provide frequent and relevant data for teacher use on student growth. Continue Utilization of Child Study Team to design academic interventions for at-risk students. Increase reading 	Principal, Reading Teacher, Director of Student Services; Reading Specialist.	Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide.	<p>School District Reading Plan: (student textbooks, leveled readers, practice books) Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency</p> <p>Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.</p> <p>Reading Specialist/Teachers direct observation and evaluation of students.</p> <p>Classroom walk through log and focused</p>

motivation by improving media center's reading selections. Media specialist will provide benefit through use of Book Fair funds raised as one resource in addition to media budget and SAC approved funds.

8. Provide on-going collaboration between parents, teachers, and administrators of students below grade level.

9. Provide on-going in-service, alternative materials, and training, for teachers in successful implementation of the reading block.

10. Progress monitor student achievement through weekly PLC meetings and available student data.

11. Utilize the reading teachers to provide on-going support and training to teachers including the county intervention program.

12. Provide modeling of best practices for teachers and students through in-service and the reading teachers.

13. Provide small group support through mentoring programs.

14. Provide on going in-service in reading technology.

15. Provide reading family nights and ongoing parental involvement information and training sessions.

16. Meet during PLC meeting to share strategies that work.

17. Monitor fluency attainment and instruction throughout all grade levels.

18. Utilize exemplars the Reading Leadership Team develops:

1. using data to drive both assessment and instruction
2. Choral reading, echo reading, partner reading, and fluency practice
3. Flexible small groups based on student needs during reading instruction

4. Non fiction text used during reading instruction in addition to fiction

5. Making certain all classrooms are print-rich and there is plenty of reading materials to choose from

6. Incorporating best

walk throughs to determine frequency of higher order questions. Reading progress monitoring assessments.

		<p>literacy practice in content areas besides reading such as having word walls in Science and Social Studies</p> <p>School wide non negotiables which means all students and teachers are involved in these practices and they include shared reading, independent reading, read alouds, and independent writing with students having accountability for these independent activities.</p> <p>19. Continue to support and promote Inclusion. These are data meetings where teachers at each grade level meet with administration regarding students' progress in all areas. In addition, notes are made as well as recommendations regarding the data. The reading coach and director of student services are available as needed at these meetings to provide resources and guidance.</p>		
3	Difficulty differentiating curriculum to address targeted areas of weakness in struggling readers	20. Staff led professional development in Critical Thinking and techniques for more effective use of higher order questioning.		Teachers and administrators will have access to reports on student progress in targeted assignment areas.
4				Feedback from PLC leaders and Classroom Walk through reports

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 reading.</p> <p>Reading 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% Level 4 (54 students out of 166 students achieved a Level 4)	34% of all students will achieve a Level 4 on FCAT's.

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
	New /transfer students	<ol style="list-style-type: none"> 1. Analyze student data by utilizing: CrossPointe, AS400, state and county benchmarks, and other SKY Academy student data with all teachers grades 6-8. 2. Expand usage of the county Reading Plan for reading motivation. 3. Offer Academic Enrichment Program as needed. 4. To provide access to a daily reading block with response to intervention (RTI) for all students including those needing remediation, intervention, and enrichment. 5. Utilize the DIBELS, FAIR, (diagnostic reading assessments) to provide frequent and relevant data for teacher use on student growth. 6. Continue Utilization of Child Study Team to design academic interventions for at-risk students. 7. Increase reading motivation by improving media center's reading selections. Media specialist will provide benefit through use of Book Fair funds raised as one resource in addition to media budget and SAC approved funds. 8. Provide on-going collaboration between parents, teachers, and administrators of students below grade level. 9. Provide on-going in-service, alternative materials, and training, for teachers in successful implementation of the 	Principal; Administrative Specialist; Reading Specialist; Director of Student Services	Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide	<p>School district Reading Plan: (student textbooks, leveled readers, practice books) Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency</p> <p>Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.</p> <p>Reading Specialist/Teachers direct observation and evaluation of students.</p>

reading block.

10. Progress monitor student achievement through weekly PLC meetings and available student data.
11. Utilize the reading teachers to provide on-going support and training to teachers including the county intervention program.
12. Provide modeling of best practices for teachers and students through in-service and the reading teachers.
13. Provide small group support through mentoring programs.
14. Provide on going in-service in reading technology.
15. Provide reading family nights and ongoing parental involvement information and training sessions.
16. Meet during PLC meeting to share strategies that work.
17. Monitor fluency attainment and instruction throughout all grade levels.
18. Utilize exemplars the Reading Leadership Team develops:
 1. using data to drive both assessment and instruction
 2. Choral reading, echo reading, partner reading, and fluency practice
 3. Flexible small groups based on student needs during reading instruction
 4. Non fiction text used during reading instruction in addition to fiction
 5. Making certain all classrooms are print-rich and there is plenty of reading materials to choose from
 6. Incorporating best literacy practice in content areas besides reading such as having word walls in Science and Social Studies
 7. School wide non negotiables which means all students and teachers are involved in these practices and they include shared reading, independent reading, read alouds, and independent writing with students having accountability for these independent activities.
 8. Continue to support and promote Inclusion.

These are data meetings

where teachers at each grade level meet with administration regarding students' progress in all areas. In addition, notes are made as well as recommendations regarding the data. 9. The Reading Specialist and Director of Student services are available as needed at these meetings to provide resources and guidance.

10. Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide.

School district Reading Plan: (student textbooks, leveled readers, practice books)
 Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency
 Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.

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>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:</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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(97)	70% of students will make learning gains in reading.

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 coming from numerous private and public schools.				
		<ol style="list-style-type: none"> 1. Analyze student data by utilizing: CrossPointe, AS400, state and county benchmarks, and other SKY Academy student data with all teachers grades 6-8. 2. Expand usage of the county Reading Plan for reading motivation. 3. Offer Academic Enrichment Program for students working below grade level (level 1 and 2 and lowest 25%) including ESE and ELL students. (AEP) 4. To provide access to a daily reading block with response to intervention (RTI) for all students including those needing remediation, intervention, and enrichment. 5. Utilize the DIBELS, FAIR, (diagnostic reading assessments) to provide frequent and relevant data for teacher use on student growth. 6. Continue Utilization of Child Study Team to design academic interventions for at-risk students. 7. Increase reading motivation by improving media center's reading selections. Media 			

specialist will provide benefit through use of Book Fair funds raised as one resource in addition to media budget and SAC approved funds.

8. Provide on-going collaboration between parents, teachers, and administrators of students below grade level.
9. Provide on-going in-service, alternative materials, and training, for teachers in successful implementation of the reading block.
10. Progress monitor student achievement through weekly PLC meetings and available student data.
11. Utilize the reading teachers to provide on-going support and training to teachers including the county intervention program.
12. Provide modeling of best practices for teachers and students through in-service and the reading teachers.
13. Provide small group support through mentoring programs.
14. Provide on going in-service in reading technology.
15. Provide reading family nights and ongoing parental involvement information and training sessions.
16. Meet during PLC meeting to share strategies that work.
17. Monitor fluency attainment and instruction throughout all grade levels.
18. Utilize exemplars the Reading Leadership Team develops:
 1. using data to drive both assessment and instruction
 2. Choral reading, echo reading, partner reading, and fluency practice
 3. Flexible small groups based on student needs during reading instruction
4. Non fiction text used during reading instruction in addition to fiction
5. Making certain all classrooms are print-rich and there is plenty of reading materials to choose from
6. Incorporating best literacy practice in content areas besides reading such as having

		<p>word walls in Science and Social Studies</p> <p>School wide non negotiables which means all students and teachers are involved in these practices and they include shared reading, independent reading, read alouds, and independent writing with students having accountability for these independent activities.</p> <p>19. Continue to support and promote Inclusion. These are data meetings where teachers at each grade level meet with administration regarding students' progress in all areas. In addition, notes are made as well as recommendations regarding the data. The reading coach and director of student services are available as needed at these meetings to provide resources and guidance.</p>			
3			Principal, Reading Teacher, Director of Student Services; Administrative Specialist		
4				Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide.	
5					<p>School district Reading Plan: (student textbooks, leveled readers, practice books)</p> <p>Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency</p> <p>Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.</p>

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:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(20)	60% of students in the lowest 25% will make learning gains in reading.

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
New/transfer students from public and private schools.	<ol style="list-style-type: none"> Analyze student data by utilizing: CrossPointe, AS400, state and county benchmarks, and other SKY Academy student data with all teachers grades 6-8. Expand usage of the county Reading Plan for reading motivation. Offer Academic Enrichment Program as needed. To provide access to a daily reading block with response to intervention (RTI) for all students including those needing remediation, intervention, and enrichment. Utilize the DIBELS, FAIR, (diagnostic reading assessments) to provide frequent and relevant data for teacher use on 	Principal; Administrative Specialist; Director of Students Services; Reading Specialist	Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide	School district Reading Plan: (student textbooks, leveled readers, practice books) Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.

student growth.

6. Continue Utilization of Child Study Team to design academic interventions for at-risk students.
7. Increase reading motivation by improving media center's reading selections. Media specialist will provide benefit through use of Book Fair funds raised as one resource in addition to media budget and SAC approved funds.
8. Provide on-going collaboration between parents, teachers, and administrators of students below grade level.
9. Provide on-going in-service, alternative materials, and training, for teachers in successful implementation of the reading block.
10. Progress monitor student achievement through weekly PLC meetings and available student data.
11. Utilize the reading teachers to provide on-going support and training to teachers including the county intervention program.
12. Provide modeling of best practices for teachers and students through in-service and the reading teachers.
13. Provide small group support through mentoring programs.
14. Provide on going in-service in reading technology.
15. Provide reading family nights and ongoing parental involvement information and training sessions.
16. Meet during PLC meeting to share strategies that work.
17. Monitor fluency attainment and instruction throughout all grade levels.
18. Utilize exemplars the Reading Leadership Team develops:
 1. using data to drive both assessment and instruction
 2. Choral reading, echo reading, partner reading, and fluency practice
 3. Flexible small groups based on student needs during reading instruction
 4. Non fiction text used during reading instruction

Reading Specialist/Teachers direct observation and evaluation of students.

in addition to fiction

5. Making certain all classrooms are print-rich and there is plenty of reading materials to choose from

6. Incorporating best literacy practice in content areas besides reading such as having word walls in Science and Social Studies

School wide non negotiables which means all students and teachers are involved in these practices and they include shared reading, independent reading, read alouds, and independent writing with students having accountability for these independent activities.

19. Continue to support and promote Inclusion. These are data meetings where teachers at each grade level meet with administration regarding students' progress in all areas. In addition, notes are made as well as recommendations regarding the data. The reading coach and director of student services are available as needed at these meetings to provide resources and guidance.

Principal, Reading Teacher, Director of Student Services

Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide.

School district Reading Plan: (student textbooks, leveled readers, practice books)

Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency

Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year, 6-8 FCAT.

Reading

		Specialist/Teachers direct observation and evaluation of students.		
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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%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 76%(109)	White 78%

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
	Transfer/new students from public/private/home schools.	Through guided reading instruction, students will be supported in learning how to extract and use information from increasingly complex texts. Differentiation and scaffolding will be the key to take our readers to the next level. Teachers will also model their own thinking of complex text through shared reading and read alouds. Teachers will be expected to teach close readings lasting 3-5 days for complex text using state provided exemplars a minimum of two times per quarter. Students will also be provided time to engage in conversation to encourage the social	Principal; Teachers; Reading Specialist; Director of Students Services	Progress Monitoring, FCAT data, AYP data, and other school and county benchmarks to monitor student performance throughout the year. Classroom walk through observations to gather data to record use of strategies school wide	School district Reading Plan: (student textbooks, leveled readers, practice books) Focus: phonics, phonemic awareness, comprehension, vocabulary, fluency Assessments: FAIR (Florida Assessment and Instruction in Reading), 6-8 ongoing progress monitoring, Benchmark and lesson assessments, 6-8 Benchmark Testing three times a year,

1		<p>nature of literacy. Some "social networking" applications will be integrated in this process.</p> <ul style="list-style-type: none"> •whole group explicit and systematic instruction •small group differentiated instruction •independent reading practice monitored by the teacher •infusion of reading and language arts benchmarks specific to the subject area (biology, world history, etc.) •a focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.) at a ratio matching FCAT 2.0 Item Specifications. 	<p>6-8 FCAT.</p> <p>Reading Specialist/Teachers direct observation and evaluation of students.</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 subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>				
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>			
<p style="text-align: center;">Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p style="text-align: center;">No Data Submitted</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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>				
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>			
<p style="text-align: center;">Problem-Solving Process to Increase Student Achievement</p>				
		<p>Person or</p>	<p>Process Used to</p>	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Guided reading instruction, students will be supported in learning how to extract and use information from increasingly complex texts. Differentiation and scaffolding will be the key to take our readers to the next level. Teachers will also model their own thinking of complex text through shared reading and read alouds. Teachers will be expected to teach close readings lasting 3-5 days for complex text using state provided exemplars a minimum of two times per quarter. Students will also be provided time to engage in conversation to encourage the social nature of literacy. Some "social networking" applications will be integrated in this process. Co-teaching support will be provided in classrooms for all subject areas.	ESE Teachers; Director of Student Support Services	CARE Meetings; ESE Meetings; IEP/504 Plan reviews. Meeting with all teachers to ensure all accommodations are provided	FAIR/FCAT/Teacherassessments; FCAT Explorer

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Smartboard Training	Gr 6- 8	Smartboard Rep.	school-wide	on-going	Classroom walk throughs/teacher demonstration; student interaction	Administration
Crosspointe Training	gr 6-8	district	Grade 6-8 Teachers	on-going	Faculty presentations and modeling.	Administration
Springboard Training	gr 6-8	Springboard Representative	School-wide	on-going	Walk-throughs; Student progress;	Administration
FCAT	gr 6-8	District	school-wide	on-going	FCAT Data	Administration
Common Core Standards Training	grades 6-8	District	school-wide	on-going	PLC bi-weekly meetings and Curriculum Team modeling and presentations	Administration

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
Practice and strategy building of Computer based assesment for all students thtough daily use of netbooks	Netbooks purchased		\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core STANDards training	Provide Teachers with training in Common Core Standards in Reading		\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,250.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

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				

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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				

CELLA Budget:

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

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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 3 - 69%</p>	<p>Level 3 - 74% will achieve a level 3 or higher in Math.</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>Students from numerous private and public schools.</p>	<ol style="list-style-type: none"> 1. Offer Academic Enrichment Program (AEP) for students who are working below grade level in Math in grades 6-7 including students who have special educational needs or are ELL status. 2. Analyze data from previous FCAT testing and SharePoint to identify strengths and weaknesses of students for class teachers. 3. School wide project to support students who need additional help in math focusing on students in the ELL program or students who are substantially deficient in math. 4. Provide opportunities for staff development in mathematic instruction, technology, and software available to increase math instruction and attainment. 5. Purchase software and supplementary math materials as well as provide training for the use of the materials. 7. Provide small group instruction for struggling students through Inclusion, and RtI strategies. 8. Utilize a hands-on manipulative based core instruction for all 	<p>Principal, Math Teachers, ESE Staff Teacher and Director of Student Services</p>	<p>Progress will be measured by analyzing the Spring FCAT 6-8 data in mathematics. The Adequate Yearly Progress Report and Annual Report Card detailing Florida's A+ Plan will also be used to analyze performance. Results from county required benchmarks will be utilized to progress monitor student performance throughout the year. Teaching Tools, Thinking Maps. Weekly math PLC meetings will allow teachers to monitor their progress in terms of following the district curriculum map and pacing guide.</p>	<p>Sarasota district Math Series (student textbooks, hands on manipulatives, practice books) Assessments: 6-8 ongoing progress monitoring, 6-8 Benchmark Testing three times a year, 6-8 FCAT</p>

		<p>students' mathematical instruction.</p> <p>9. Give math assessment to establish and monitor student math levels.</p> <p>10. Involve parents in mathematical training nights.</p> <p>11. Form a math club team to participate in Sarasota Math Tournament.</p> <p>12. Make supplemental math materials available for all teachers through the professional resource library.</p> <p>13. Provide weekly monitoring of math basic facts.</p> <p>14. Provide ongoing administrative tracking of student performance in PLC monthly meetings.</p> <p>15. Utilize Technology Programs in all classes.</p> <p>16. Use district resources on Mathematics and the Middle School Mathematics Handbook.</p> <p>17. Continue to support and promote Inclusion.</p>			
2		<p>18. Using strategies for indepth instruction of math curriculum, improve the quality of classroom instructional practices and enhance student understanding of key math concepts</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:

<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:

	<p>By the year 2014, there will be a minimum of a two percentage point increase for Level 4,5 students, when less</p>
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2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.
 Mathematics Goal #2a: than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.

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

Level 4,5 - 39% (64)
 Level 3,4,5 - 75% (124) Level 4,5 - 40%
 Level 3,4,5 - 76%

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		All math teachers will follow district designed instructional focus calendar for math concepts. Teachers will implement Cornell Note Taking Strategies, Anticipation Guides, Reciprocal Teaching methods, the Frayer Model, vocabulary comprehension with their students. Next Generation Math Standards and inquiry based instruction	Principal; Math Teachers; Director of Student Services	Weekly math PLC meetings will allow teachers to monitor their progress in terms of following the district curriculum map and pacing guide.	

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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>76% (112)</p>	<p>78%</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>Students coming from numerous private and public schools.</p>	<ol style="list-style-type: none"> 1. Offer Academic Enrichment Program (AEP) for students who are working below grade level in Math in grades 6-8 including students who have special educational needs or are ELL status. 2. Analyze data from previous FCAT testing and SharePoint to identify strengths and weaknesses of students for class teachers. 3. School wide project to support students who need additional help in math focusing on students in the ELL program or students who are substantially deficient in math. 4. Provide opportunities for staff development in mathematic instruction, technology, and software available to increase math instruction and attainment. 5. Purchase software and supplementary math materials as well as provide training for the use of the materials. 7. Provide small group instruction for struggling students through Inclusion, and RtI strategies. 8. Utilize a hands-on manipulative based core instruction for all students' mathematical instruction. 9. Give math assessment to establish and monitor student math levels. 10. Involve parents in mathematical training nights. 11. Form a math club team to participate in Sarasota Math Tournament. 	<p>Principal, ESE Staffing Teacher, Director of Student Services</p>	<p>Progress will be measured by analyzing the Spring FCAT 6-8 data in mathematics. The Adequate Yearly Progress Report and Annual Report Card detailing Florida's A+ Plan will also be used to analyze performance. Results from county required benchmarks will be utilized to progress monitor student performance throughout the year. Teaching Tools, Thinking Maps.</p>	<p>Sarasota District Math series 6-8 (student textbooks, hands on manipulatives, practice books) Assessments: 6-8 ongoing progress monitoring, 6-8 Benchmark Testing three times a year, 6-8 FCAT</p>

	12. Make supplemental math materials available for all teachers through the professional resource library. 13. Provide weekly monitoring of math basic facts. 14. Provide ongoing administrative tracking of student performance in PLC monthly meetings. 15. Utilize Technology Programs in all classes. 16. Use district resources on Mathematics and the Middle School Mathematics Handbook. 17. Continue to support and promote Inclusion.		
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
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
Transfer/New students	Offer Academic	Principala; Math	Progress will be measured	Sarasota district

1	<p>from public/private/home schools.</p>	<p>Enrichment Program (AEP) for students who are working below grade level in Math in grades 6-7 including students who have special educational needs or are ELL status.</p> <ol style="list-style-type: none"> 2. Analyze data from previous FCAT testing and SharePoint to identify strengths and weaknesses of students for class teachers. 3. School wide project to support students who need additional help in math focusing on students in the ELL program or students who are substantially deficient in math. 4. Provide opportunities for staff development in mathematic instruction, technology, and software available to increase math instruction and attainment. 5. Purchase software and supplementary math materials as well as provide training for the use of the materials. 7. Provide small group instruction for struggling students through Inclusion, and RtI strategies. 8. Utilize a hands-on manipulative based core instruction for all students' mathematical instruction. 9. Give math assessment to establish and monitor student math levels. 10. Involve parents in mathematical training nights. 11. Form a math club team to participate in Sarasota Math Tournament. 12. Make supplemental math materials available for all teachers through the professional resource library. 13. Provide weekly monitoring of math basic facts. 14. Provide ongoing administrative tracking of student performance in PLC monthly meetings. 15. Utilize Technology Programs in all classes. 16. Use district resources on Mathematics and the Middle School Mathematics Handbook. 17. Continue to support and promote Inclusion. 	<p>Teachers; Director Students Services</p>	<p>by analyzing the Spring FCAT 6-8 data in mathematics. The Adequate Yearly Progress Report and Annual Report Card detailing Florida's A+ Plan will also be used to analyze performance. Results from county required benchmarks will be utilized to progress monitor student performance throughout the year. Teaching Tools, Thinking Maps.</p>	<p>Math Series (student textbooks, hands on manipulatives, practice books) Assessments: 6-8 ongoing progress monitoring, 6-8 Benchmark Testing three times a year, 6-8 FCAT</p>
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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By the 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified Level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 73%(105)	White 75%

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				Progress will be measured by analyzing the Spring FCAT 6-8 data in mathematics. The Adequate Yearly Progress Report and Annual Report Card detailing Florida's A+ Plan will also be used to analyze performance. Results from county required benchmarks will be utilized to progress monitor student performance throughout the year. Teaching Tools, Thinking Maps.	

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:	
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				

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80% of Students will score level 3 or higher on Alg 1 EOC

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	Computer based multiple choice question format	Prepare students for Algebra online EOC by implementing online assessment practice tests designed in the same format as EOC exam.	Math department and Math Department Chairs; Administration; Math Specialist	Check for understanding of concepts by using paper and pencil test in conjunction with online assessments	EOC assessment outcomes
2		Students will attend Academic Enrichment Classes for Alg 1 weekly in a small group setting.		Attendance records Parent involvement and support to ensure students are attending AEP	mini assessments and immediate feedback to students /parents

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80% of students will score 4 or higher

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	Computer based multiple choice question format				
2		Prepare students for Algebra online EOC by implementing online assessment practice tests designed in the same format as EOC exam.	Math department and Math Department Chairs; Administration; Math Specialist	Check for understanding of concepts by using paper and pencil test in conjunction with online assessments Attendance records Parent involvement and support to ensure students are attending	EOC assessment outcomes. Math Specialist data collection of student assessments and achievements.

		Students will attend Academic Enrichment Classes for Alg 1 weekly in a small group setting.	AEP Math Specialist will assess PLC bi-weekly meetings reportson student progress. Daily assessments and immediate feedback to students
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End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Diverse learning strategies across the curriculum; Assessment review.	6-8/Math	Principal; Math Specialist; PLC team-leaders	school-wide PLC	bi-monthly; August through June 2012-2013	PLC weekly meetings for data collection to determine the outcome of strategies implemented.	Principal; Math Specialist; Math Teachers
Springboard Training	Grades 6-8	Math Specialist; Springboard Rep.	grades 6-8 advanced	on-going	PLC weekly meetings for data collection to determine the outcome of strategies implemented.	Administration
TI Inspires	Grades 6-8	Math Specialist	Grades 6-8 Advanced	on-going	PLC weekly meeting to share information with Math Team and Administration.	Administration
Common Core Standards	Grades 6-8	Math PLC Leaders	Grades 6-8	on-going	PLC bi-weekly meetings.	Administration

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
TI Inspires training	Computer based calculators		\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards Training in Mathematics	PD in CCS for Math through District Training		\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Goal to maximize the number of students scoring 3 and above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80% of students will score 3 and above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students from numerous public and private schools.	<ol style="list-style-type: none"> 1. Continue to provide hands-on science activities in all grades. 2. Require use of FCAT vocabulary and strands in grades 6-8 for science instruction. 3. Offer hands-on academic Science program after school for students working below grade level in science. 4. Establish a high quality science program through in-service and purchase of science materials to include technical writing journals for grades 6-8. 5. Participate in district sponsored science fair. Teachers to work with school winners to prepare for district fair. 6. Require individual projects for all students grades 6-8 and continue science fair award night to recognize school winners. 7. Offer Science parent nights to involve parents in the scientific process offer a free science board for families who attend the "science fair night." 8. Require all classes to participate in a weekly hands-on science project. 9. Provide materials for successful utilization of environmental school project nature areas. 10. Implement school science plan including continuous monitoring 	Administration; Science Team	The scores from the 2013 administration of the FCAT will be analyzed and evaluated in relation to the science objectives. Results from county required benchmarks will be utilized to progress monitor student performance throughout the year.	<ol style="list-style-type: none"> 1. Science integrated throughout the day through read alouds, leveled readers, activities, and hands on tasks textbooks, practice books Assessments: FCAT CWT checklists. 2. PMRN data; mini-assessments data; Curriculum Leader meeting notes. 3. CWT lesson plans; end of chapter quizzes. Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note

1

by the administrative team.
11. Provide time for staff to work with the science point of contact to increase scientific knowledge and inquiry based lesson planning.
12. Instructional staff to utilize Internet based Science sources.
13. Continue to work towards a science lab utilizing an inventory and student volunteers to help disseminate equipment and materials.
14. Continue to teach technical writing and vocabulary to help students with performance task section of the test.
15. Offer a science hands-on night.
16. Media Specialist, to present science materials from the professional library to staff during faculty meetings.
17. Monitor students in the lowest 25% in reading during monthly PLC meetings as correlates to students achieving below level 1 on FCAT reading.
18. Science committee members will continue to update science fair school manual to criteria and timelines from all grade levels.
19. Establish a Science Lab space that can be utilized by all students.
20. Use Science resources to support focus on instruction.
21. Integrate Science texts into the Reading block to teach reading strategies while focusing on comprehension of Science material
22. Continue to support and promote Inclusion.
23. STEM implementation.

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

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

Science Goal #1b:

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 science. Science Goal #2a:	
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:	
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
Science Technology Engineering and Math (STEM)	Grades 6-8	STEM Committee;	Math and Science Teachers; STEM Committee; Administration; Director of Student Services; Community Partners	on-going	STEM Committee Meetings; data collection from every event and competition; attendance rosters; Teacher/students share;	Administration; STEM Committee
Common Core Standards	Grades 6-8	PLC Teams	school-wide	on-going	PLC bi-weekly meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Training in the transition of Common Core Standards		\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of Science Goals

Writing Goals

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

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

	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when
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1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student subgroups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	80% of students will achieve FCAT level 3.0 and higher.

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 coming from numerous private and public schools.	<ol style="list-style-type: none"> 1. Form and utilize a writing committee to train and lead writing instruction for grades 6-8. 2. Require all teachers to display students writing from all stages in the writing process. 3. Train all staff in 6-Traits and on the District Writing Plan. 4. Provide a writing workshop to help prepare parents for writing expectations as tested on FCAT Writes. 5. Participate in the district wide writing assessment diagnostic and use the data to improve instruction. 6. Supply all teachers with writing binders and tabs to create a traveling student writing portfolio. 7. Implement 6-8 traits, throughout the school by providing materials and in-service to all teachers. 8. Review all test data to identify student strength and weaknesses. 9. Utilize the writing committee to train and work with other teachers. 10. Utilize cross grade level grading to improve grading performance in writing. 11. Teachers to display samples of student writing on bulletin boards and through PLC meetings. 12. Continue to supply teachers with 6 Traits of Writing materials and any other necessary curriculum/materials. 	Principal, ESE Teachers all subject areas grades 6-8. Reading Specialist; Director Student Services; AEP Teachers.	The scores from the 2012 administration of the FCAT Writes and the results of the 2013 AYP report will be analyzed and evaluated to see if objectives have been met. Results from county required writing assessments will be utilized to progress monitor student performance throughout the year.	District Writing plan, 6-Traits, Project CRISS, and School based writing workshops to promote effective student writing. FCAT Writing grade 8 data.

		<p>13. Administration to continue to monitor and review writing program.</p> <p>14. Offer AEP intensive writing for students based on Writing diagnostic.</p> <p>15. Provide sentence starters for students on a school wide bulletin board.</p> <p>16. Give students the opportunity to display writing on the hallway and class bulletin boards.</p> <p>17. Provide incentives for students who achieve a Level 5 or 6 on the FCAT Essay exam.</p> <p>18. Monitor grammar curriculum in grades 6-8.</p> <p>19. Use the county guide books.</p> <p>20. Use county given assessments as well as progress monitoring writing assessments to drive instruction based on student need.</p> <p>21. Continue to support and promote Inclusion.</p>		
2		<p>22. Every classroom teacher is encouraged to use daily journal writing and response to reading with their students in order to monitor their students' text comprehension.</p> <p>23. Content area teachers will expect students to explain their thought processes when problem solving orally as well as through writing. .</p> <p>24. Use of Graphic organizers to help students identify organizational patterns and organize their thinking resulting in a synthesis of the text.</p>		Implement real-world writing tasks to help teachers monitor text and reading comprehension

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:

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
Integrated Instruction for writing throughout the curriculum.	Grades 6-8	Classroom Teachers; Administration; Reading Specialist; Director Student Services	School-wide	on-going; monthly PLC Meetings	Curriculum Team Meetings to review student writing samples; FCAT writing grade 8 data; PLC Team data collection, for integrated writing instruction	Administration.

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
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 Civics. 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
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Goal is to achieve 99% student attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
99%	Will maintain 99% student attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
6	4
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12	10
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming from numerous private and public schools	<ol style="list-style-type: none"> 1. Offer class attendance awards. 2. Work with district attendance officer for students who have high absentee rates. 3. Offer individual counseling to students who have low attendance as well as pair them up with a school based mentor. 4. Provide support through outside agencies to parents of students who have attendance problems. 5. Attendance clerk will provide Principal with report of students who have missed 2 unexcused consecutive days. In addition, students' parents who miss on a regular basis (such as 1 day a week for 2 weeks) will be contacted by the Director of Student Services. 6. Teachers will contact parents when students are absent. 	Director of Student Services	2012-2013 Attendance Report	CrossPointe Student Attendance Reports
2		Expand the PBS (Positive Behavior Support) program to emphasize the character traits desired in students and increase the number of positive responses to appropriate student actions.			

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:	By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
N/A	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
N/A	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
N/A	0

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming from numerous private and public schools.	Response to Intervention (RtI) and Positive Behavior Support (PBS) CARE Meetings Collaborative planning team will identify intervention strategies to address student social, emotional, and behavioral needs, which may include mentoring, skill training, classroom management techniques, small group, or individual counseling	Director of Student Services; Principal; Administrative Specialist	Daily monitoring of student discipline reports. Parent communication and support through CARE Meetings.	CrossPointe student discipline reports and SESIR codes.
2	Students face many conflicts and stress related needs that arise from home situations based on difficult economic times causing behaviors to escalate more frequently at school without positive reinforcements				

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
Diferentiated Instruction	Grades 6-8	District	school-wide	on-going	Teacher observation of differentiated Instruction startegies.	Administration
Parent Involvement	Grades 6-8	Director Student Services Administration	school-wide	on-going	Documentation/ sign-in of parent attendance/ involvement	Administration
Behavior Management	grades 6-8	District	school-wide	on-going	Implementation of Behavior MANagement Classroom plans; decrease in disruptive behaviors	Administration

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	20 hours of community service for each student family.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85% of parents participate in school functions, as participants and as volunteers.	20 hours of community service for each student family.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students coming from numerous private and public schools.	<ol style="list-style-type: none"> Publish a bi-weekly school newsletter to alert parents to events, opportunities, and services. Continue Parent activities and membership drives. Parent meetings will correspond with other school events. Require monthly class newsletters for parents and academic grade level evening programs. Provide parent activity involvement evenings to immerse parents into the curriculum. 	Principal; Administrative Specialist; Director of Student Services	Data obtained from ADDitions Volunteer System, Client Survey, Quarterly review of parent logged volunteer hours. Number of parents registered on PALS.	Parent Surveys, ADDitions Volunteer Program Hours review.

5. Utilize student planners and Executive Function Student Kits to provide systematic correspondence to parents concerning student work and progress.
6. Host "Meet Your Teacher Night" and Orientation for parents.
7. Provide information and initiations to parents in a variety of formats as per the individual needs of the family.
8. Distribute curriculum information leaflets at conferences.
9. Continue to inform parents through leaflets of available extracurricular programs and academic support opportunities.
10. Continue to utilize Connect Ed to quickly disperse information to parents.
11. Continue to publish and distribute a yearly SKY Academy calendar with events and dates marked.
12. Distribute Client Surveys to assess overall client views of our programs/efforts.
13. Put the website address in the school newsletters and teacher newsletters
14. Parents will continue to receive information on school choice.
15. The administrative team will continue to meet with all parents of student who are level 1.
16. Encourage senior citizens to be involved in volunteering, special events, and classrooms.
17. Continue to offer special activities for "Grandparents Day."
18. Increase overall Reading awareness in classroom and mentoring involvement.
19. Offer and recruit parents to attend parent involvement training.
20. Continue to provide services and translations for parents who speak languages other than English.
21. Offer training for parents.
22. Participate in the

		<p>Sarasota County parent volunteer campaign.</p> <p>23. Phone call to parents to personally invite those students in various subgroups to share opportunities of AEP as well as ways to help increase student achievement through partnership between parent and school.</p> <p>24. Provide a Grandparents' Day program that involves grandparents and parents with the students' school day</p> <p>25. Help implement strategies to support parents efforts with their students at home.</p> <p>26. Meet Your Teacher Night.</p> <p>27. Increase the number of parents attending events through strategies using Connect Ed announcements, invitations home, announcements on web page, and finally personal phone calls to those parents of sub groups and level 1 students who most need to attend.</p> <p>28. Continue to develop the parent volunteer/resource center.</p> <p>29. Provide dinner at functions in order to promote parents attending without having to worry about finding time for picking up dinner (Chat and Chew format part of the time)</p> <p>30. Cafeteria and Media Center are used as the hubs for Parent Meetings.</p>		
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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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		85% of students will actively participate in Science, Technology, Engineering and Math integrated throughout the curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution Independent and collaborative research projects embedded in the curricula			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who base ability to be involved in STEM on assessments in math and science only.	Independent and collaborative research projects embedded in the Mcurricula. Collaboration, communication, and critical thinking skills threaded throughout the curricula. Opportunities for mentoring by business, industry, and research organization leaders.	Principal; STEM Committee: Science Teachers; Math Teachers; Critical Thinking and Research Teachers.	Data collected from STEM Committee based on student involvement in competitions, clubs, and STEM projects. STEM committee meetings held bi-monthly.	Data collected by STEM team/Committee based on student achievement, participation and assessments.

1		<p>Innovative instruction to allow students to explore greater depths of all of the subjects by utilizing the skills learned.</p> <p>Technology to provide creative and innovative ways to solve problems and apply what has been learned.</p> <p>Providing integration of rigorous academics and technology.</p> <p>Making science and mathematics content more relevant to students through application.</p> <p>Offering students a deeper understanding of STEM career pathways by</p> <ul style="list-style-type: none"> - Giving students the opportunity to directly apply STEM concepts in real world applications - Exposing students who do not know anyone who works in the STEM field to STEM careers 			
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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
STEM Meeting	6-8	School Stem Committee	School Stem Committee; Math/Science/Critical thinking Research teachers	on-going	Stem monthly newsletter; Student participation in STEM events and competitions; meeting notes and calendar.	Administration'STEM Committee
Science Fair Club						
	Grades 6-8					
		Science Fair Coordinator; STEM Committee;				
			STEM School Committee; Science Teachers; Administration			
				on-going	Participation in County Science Fair	Administration; STEM Committee; Science Fair Coordinator

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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)

Technology Goal Goal:

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. Technology Goal Goal Technology Goal Goal #1:	100% of teachers will have class website and utilize Cross Pointe. 100% of teachers will have SMARTboard access and utilize throughout the curriculum. 100% of teachers will utilize Student Netbooks within classrooms
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2012 Current level:	2013 Expected level:
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100% use of Crosspointe.	100% of teachers will have class website and utilize Cross Pointe. 100% of Teachers will utilize SMARTboard within their classrooms. 100% of Teachers will utilize Student Netbooks within classrooms.
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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 coming from numerous private and public schools.	<ol style="list-style-type: none"> 1. Increase the number of computers and software available in each class room. 2. Provide instruction to students in use of reference materials to gather information for projects. 3. Provide materials and inservice to staff to support technology instruction. 4. Utilize technology, additional practice materials and opportunities for academic practice in all areas through computer generated software, websites, and programming. 5. Provide a student to computer ratio of 2:1 by the end 2012. 6. Implement district standards to measure technology proficiency in students annually. 7. Technology coordinator to update parents of technology through SKY Newsletter. 8. Provide laptops for all teachers. 9. Teachers to have published web sites. 10. Continue efforts to provide "21st Century Classrooms" or "Sunshine Standards for 	Administration	Quarterly Technology use review for teachers and students.	Teacher and student surveys.

		Technology" 11. Utilize Connect Ed in grades 6-7. 12. Provide Cross Pointe access to students and parents. 13. Provide training to students through media and tech specialists training students regarding age appropriate internet safety.		
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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
SMARTboard Training;	Grades 6-8	Smartboard Rep. PLC TECH Leader	school-wide	on-going	Observation of Teacher use; Student interactive lessons using SMARTboard	Administration
NETbook Implementation of Bridgit	Grades 6-8	PLC Tech Leader; SMARTboard Rep.	school-wide	on-going	Observation of Teacher use; Student interactive lessons using Netbooks.	Administration

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
Smartboard Training for differentiated instruction following COMon Core Standards	Training for all teachers to effectively utilize Smartboard technology within Classrooms		\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Common Core Standards	Training in the transition of Common Core Standards		\$200.00
				Subtotal: \$200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Practice and strategy building of Computer based assesment for all students thtough daily use of netbooks	Netbooks purchased		\$1,000.00
Mathematics	TI Inspires training	COmputer based calculators		\$500.00
				Subtotal: \$1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards training	Provide Teachers with training in Common Core Standards in Reading		\$250.00
Mathematics	Common Core Standards Training in Mathematics	PD in CCS for Math through District Training		\$500.00
Technology Goal	SMARTboard Training for differentiated instruction following COmmon Core Standards	Training for all teachers to effectively utilize Smartboard technology within Classrooms		\$250.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,700.00

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 10/13/2012)

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
Professional Development; Technology; Continuous Improvement Model (CIM); and Understanding by Design (UBD) instructional approach to learning.	\$2,700.00

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

The School Improvement Plan will be reviewed by the Principal and SAC at the close of the school year. The review will focus on progress made in achieving the goals and activities outlined in the plan. In addition, SAC will review data available from FCAT.

- Reach out to community to obtain more partners
- Sponsor drives to increase parent involvement

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation, implementation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds pursuant to Florida Statue 229.58. • Assist the school to create and analyze school climate surveys for parents and students

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
No Data Found
No Data Found