

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SOMERSET ACADEMY EAST PREPARATORY

District Name: Broward

Principal: Mary C. Stuart

SAC Chair: Cara Martinez

Superintendent: Robert W. Runcie

Date of School Board Approval:

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					2011-2012 School Grade- A AYP-N/A High Standards Rdg-56% High Standards Math-54% Lrng. Gains Rdg-69% Lrng. Gains Math-70% Lowest 25% gains Rdg -72% Lowest 25% gains Math -69%
					2010-2011 School Grade- A AYP-No High Standards Rdg-63% High Standards Math-72% Lrng. Gains Rdg-58% Lrng. Gains Math-72% Lowest 25% gains Rdg -67% Lowest 25% gains Math -72%
					2009-2010 Data School Grade - C AYP-No High Standards Rdg-68%

Principal	Mary C. Stuart	<p>Doctorate in Leadership, Nova Southeastern University; MS in Elementary Education from FIU; BA in Liberal Studies from FIU; K-6/ESOL Endorsement/Educational Leadership</p>	4	8	<p>High Standards Math-59% Lrng. Gains Rdg- 59% Lrng. Gains Math-61% Lowest 25% gains Rdg - 60% Lowest 25% gains math - 67%</p> <p>2008-2009 Data Previous School - Mater Performing Arts &amp; Entertainment Academy School Grade- A AYP - No High Standards Rdg - 60% High Standards Math - 88% Learning gains rdg - 62% Learning gains math - 82% Lowest 25% gains rdg - 55% Lowest 25% gains math - 76%</p> <p>2007-2008 Data Previous School-Doral Academy School Grade - A AYP - Yes High Standards Rdg - 85% High Standards Math - 87% Learning gains rdg - 76% Learning gains math - 72% Lowest 25% gains rdg - 70% Lowest 25% gains math - 73%</p> <p>2006-2007 Data Previous School - Doral Academy School Grade - A AYP - Yes High Standards Rdg - 85% High Standards Math - 85% Learning gains rdg - 68% Learning gains math - 56% Lowest 25% gains rdg - 52% Lowest 25% gains math - 58%</p> <p>2005-2006 Data Previous School - Doral Academy School Grade - A AYP - Yes High Standards Rdg. - 88% High Standars math - 83% Learning gains rdg - 69% Learning gains math - 69% Lowest 25% gains rdg - 66% Lowest 25% gains math - N/A</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
		MS- Reading, Florida Atlantic University; BS- Elementary Edu., Florida Atlantic			<p>2011-2012 School Grade- A AYP-N/A High Standards Rdg-56% High Standards Math-54% Lrng. Gains Rdg-69% Lrng. Gains Math-70% Lowest 25% gains Rdg -72% Lowest 25% gains Math -69%</p> <p>2010-2011 School Grade- A AYP-No High Standards Rdg-63% High Standards Math-72% Lrng. Gains Rdg-58% Lrng. Gains Math-72% Lowest 25% gains Rdg -67% Lowest 25% gains Math -72%</p>

Reading	Cara Martinez	University; /Elementary Edu K-6; Middle Grades Integrated Curriculum; ESOL Endorsement; Reading K-12	4	4	<p>2009-2010 Data- School Grade- C AYP- No Reading Mastery- 68% Math Mastery- 59% Learning Gains Rdg- 59% Learning Gains Math- 61% Lowest 25% Rdg- 60% Lowest 25% Math- 67%</p> <p>2008-2009 Data- Previous School-Fox Trail School Grade- A AYP- Yes Reading Mastery: 87% Math Mastery: 91% Learning Gains in Rdg: 75% Learning Gains in Math: 72% Lowest 25% Rdg: 64% Lowest 25% Math: 63%</p>
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## 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	In-house training based on participants' needs	Cara Martinez	Ongoing	
2	Sharing of Best Practices	Kristin Nunez/ Amber Geary	Ongoing	
3	Common Planning Time	Dr. Mary Stuart	Ongoing	
4	Peer Buddy Support within Grade Levels	Grade Level Team Leaders K-2: Amber Geary 3-5: Kristin Nunez	Ongoing	
5	Monthly Meetings- Topics of Interest and Need	Cara Martinez/Kristin Nunez/Amber Geary	Ongoing	
6	Somerset Academy Inc. Job Fair and Recruiting at Universities	Dr. Mary Stuart	March 2011	
7	Soliciting referrals from current employees	Dr. Mary Stuart	Ongoing	
8	Data Chats and Lesson Planning	Dr. Mary Stuart	Ongoing-weekly	

## 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
N/A	N/A

## 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)	92.9%(13)	7.1%(1)	0.0%(0)	28.6%(4)	100.0%(14)	7.1%(1)	0.0%(0)	92.9%(13)

## 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
Team Leader K-2: Amber Geary	Caroline Antunez	Amber Geary is the team leader with several years experience in the classroom. She provided ongoing support for the previously mentioned first year teacher.	<ul style="list-style-type: none"> <li>* Weekly conferencing</li> <li>* Evaluation of lesson plans</li> <li>* Data chats</li> <li>* Sharing of best practices developed from PLC meetings</li> <li>* Sharing of strategies and implementation of various focus skills</li> <li>* Informal observations</li> </ul>
Team Leader 3-5: Kristin Nunez	Gianelle Amoedo	Kristin Nunez is the team leader. She provided ongoing support for the previously mentioned first year teacher.	<ul style="list-style-type: none"> <li>* Weekly conferencing</li> <li>* Evaluation of lesson plans</li> <li>* Data chats</li> <li>* Sharing of best practices developed from PLC meetings.</li> <li>* Sharing of strategies and implementation of various focus skills</li> <li>* Informal observations</li> </ul>
Reading Teacher: Cara Martinez	Gianelle Amoedo	Cara Martinez is a highly qualified teacher with certification in Reading and will provide assistance in the area of Reading.	<ul style="list-style-type: none"> <li>* Weekly conferencing</li> <li>* Evaluation of lesson plans</li> <li>* Data chats</li> <li>* Sharing of best practices in Reading developed from PLC meetings.</li> <li>* Sharing of strategies and implementation of various focus skills in the area of reading</li> <li>* Informal observations</li> <li>* Provide professional development in the area of reading.</li> </ul>

## 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 funds are distributed based on the needs of the school. Below are the ways in which

- \* Professional Development: Conscious Discipline, FCAT Tutoring Training from Triumph Learning
- \* Staff Development: Reading Resource Teacher (conduct double dose, PLC and mentor's teachers
- \* Parent Involvement: Communication training via student agenda books, refreshments served at monthly parent meetings covering content area support at home

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Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The Response to Intervention (RTI) Leadership team consists of the Principal (Mary Stuart), School Psychologist, Reading Teacher (Cara Martinez), ESE Specialist (Alison Siegel), Speech Language Pathologist, Case Manager, General Education Teacher, Reporter and Bilingual School Psychologist.

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 case manager meets with the assigned teacher regarding the student. Together, they brainstorm specific interventions, monitor progress, collect data, and observe the student in a classroom setting. General education teacher relays student progress to the team. If necessary, the team meets with the general education teacher following Tier 2 data collection to determine the next step. The team analyzes the data collected throughout the various tiers and makes further recommendations. This is done as needed.

In addition, the team meets bi-monthly to engage in the following activities:

Review progress monitoring data gathered at the grade level meetings by each teacher. Team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify several strategies to better assist students' specific needs.

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 team provides educational support for all students. The process is a standardized procedure that guides data collection, development of interventions, and monitoring of student progress. RTI is a structured problem-solving process with follow-up so no student is left behind. The purpose of the RtI leadership team is to increase student achievement through specific research-based interventions.

### MTSS Implementation

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

Data sources include weekly assessments (Cold Reads), Mini-BATs, Behavior Frequency Charts, Rigby, IRI's, Anecdotal, and Fluency Probes. Progress Monitoring and Reporting Network (PMRN) will be used to record the data for FAIR/FLKRS and Echoes for Kindergarten. The Comprehensive English Language Learning Assessment (CELLA) for our English Language Learners (ELLs). All students in grades 3+ will partake in the Florida Comprehensive Assessment Test (FCAT).

Describe the plan to train staff on MTSS.

Our highly-qualified specialist teachers will train the faculty in their area of expertise. Teachers will also be trained in proper conferencing techniques, data analysis, proper intervention techniques to be used in the classroom, and the collection and monitoring of data through the three tiers. All teachers will receive a refresher training annually.

Describe the plan to support MTSS.

Staff will be available for translation, guidance with paperwork will be given via the ESE specialist, and professional development opportunities from the district will be taken.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Mary Stuart- Principal  
Cara Martinez- Reading Leader  
Kristin Nunez- Team Leader 3-5  
Amber Geary- Team Leader K-2  
Alison Siegel- ESE Specialist

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

The school-based Literacy Leadership Team (LLT) meets on a monthly basis to review monthly focus skills, best practices, classroom walk-through's, and any professional development regarding literacy. The team will also focus on progress by monitoring data gathered at each grade level meeting. The team will identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify several strategies to better assist students' specific needs. During team meetings, the team will also desegregate

data. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. This team then disseminates the information via team meetings and faculty meetings held monthly.

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

The LLT will meet with the principal and the SAC to help develop the SIP. The team provided data on: academic as well as social/emotional areas that may be addressed. The team will also help set clear expectations for instruction through quarterly guides and pacing guides. Another goal for the LLT is to develop and model differentiated instruction by integrating reading across the curriculum while addressing all six areas of reading.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/25/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

## \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Our goal is to ensure that every child not only meets and maintains at least this level of achievement, but continuously improves to a higher level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (34 students out of 100 students tested)	36% of our student will achieve proficiency 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	Specific areas of need within the school must be identified. This can be difficult due to the wide range of variables. Time must also be allotted to plan and implement workshops meeting the specific needs of the school.	Professional development in the areas of differentiated instruction and appropriate reading strategies.	Team Leaders; Reading Teacher; ESE Specialist; Principal	Follow-up activities from trainings will be discussed during team meetings and PLC's.	BAT Assessment, Mini-BATs, CWTs, FCAT, Classroom Assessments
2	Students new to the county, new to the public school system (i.e. those who have never taken the FCAT) and those who scored a level one or two need to be closely monitored.	Determine leveled reading groups according to specific skill areas requiring early data analysis/quick identification.	Principal; Reading Teacher; ESE Specialist; ELL Contact; All Teachers	Through data chats, progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessment, Mini-BATs, CWTs, FCAT, DAR Word Lists, Fluency Probes, Classroom Assessments

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

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

#### Problem-Solving Process to Increase Student Achievement



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The specific needs of our level 4 and 5 students must be addressed in order to maintain and accelerate student achievement. Our goal is not to increase student work but to expand the depth of their knowledge.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.2%(31/110) of our students achieved above proficiency levels in reading	Our expected level of performance will increase by one percentage point: 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Early identification of qualifying students is essential to provide them with the appropriate education.	High Achiever Classrooms through a Multiaged setting	Principal; Reading Teacher; ESE Specialist; Classroom Teachers	Through data chats, progress monitoring charts, and classroom assessments, student growth will be continuously monitored	BAT Assessment, Mini-BATs, CWTs, FCAT, Classroom Assessments
2	Technology must be updated and maintained.	Provide students with research opportunities and notetaking skills to expand their reading knowledge. Incorporate project-based learning into activities.	Classroom Teachers; IT technicians.	Through data chats, progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	Rubrics

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

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

Problem-Solving Process to Increase Student Achievement

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal for all of our students is to not allow them to stagnate or become complacent with current levels, but to consistently strive for higher levels of achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Number of student tested: 46 Number of student who made learning gains: 43/63(68.7%)	Number of students who will make learning gains in reading: 70%

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	General Ed. Teachers not having the knowledge of how to provide differentiated instruction and meet needs of all the learners.	Provide differentiated instruction to students in small groups according to skill levels,utilizing different modalities according to students' learning styles. Provide teachers with professional development in this area.	Classroom Teachers; Reading Teacher;ESE Specialist	Through data chats,progress monitoring charts, and classroom assessments, student growth will be continuously monitored. Classroom walkthroughs.	BAT Assessment, Mini-BATs, CWTs, FCAT, Classroom Assessments, Fluency Probes, Project Rubrics Walkthrough evaluation
2	General Ed. teachers needing additional assistance with analysing data and making instructional choices.	Analyze data continuously and consistently to ensure that specific skill areas in need are being targeted through differentiated instruction with other team members that can reflect on the data.	Principal; Reading Teacher; ESE Specialist	Through data chats, progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessments, Mini-BATs,FCAT, Classroom Assessments, Fluency Probes, Project Rubrics

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Most of our student did not take the FCAT in the past, therefore only 36% of our students made learning gains. We need to make sure that all students continue to make learning gains in the future.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The lowest 25% of students who made learning gains: 11.9 out of 16- 74.4%	The lowest 25% of students who will make learning gains will increase by one percentage point: 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	Students are in need of instruction in addition to what they receive in the classroom in order to meet reading proficiency and make learning gains. Funding for our FCAT Tutoring Program, however, could be a potential barrier.	Offer students who receive a level one and two on the FCAT will receive tutoring to reinforce necessary skills.	Principal; Classroom Teachers who are tutoring; Reading Teacher	Through data chats, progress monitoring charts, and classroom assessments, student growth will be continuously monitored.	BAT Assessment, Mini-BATs, CWTs, FCAT, Classroom Assessments, Fluency Probes, DAR Word Lists Pre/Post Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In order to close the achievement gap by 50% the following timeline delineates the ambitious measurable objectives to achieve 96% proficiency by 2016-2017.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	64	72	80	88	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The subgroups that did not make AYP include Black, and Hispanic. Our goal is to increase their proficiency through differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The proficiency scores in the two subgroups that did not make AYP include : (Black): 46.9% 30/64; (Hispanic): 45.7% 16/35	Our expected level of performance for the two subgroups include (Black): 45% and (Hispanic): 44%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students arrive to school with different capabilities.	Provide differentiated instruction to ensure that students receive a variety of reading strategies.	Kindergarten - Sixth Grade Classroom teachers	Work samples will be collected and monitored for growth along with the analysis of state and district assessments.	Classroom assignments, state and district assessments; BAT Assessments, and Mini BATs

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Narrow the achievement gap of ELLs who are not making satisfactory progress in reading to 70% through differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners not making satisfactory progress in reading is 10/14 (71.4%).	Our expected level of performance of ELLs not making satisfactory in reading next year is 70%.

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	Our ELL student population is very transient and does not receive enough time in school to learn the language.	Set up conferences with ELL parents immediately and providing tips for homework help in their native language.	Teachers/ ESOL Contact	Conference forms, email communication, BAT assessments for progress monitoring.	FCAT Results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal is to raise this level of performance by providing reinforcement at home.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46.2% of our students were not proficient. 43 out of 93 students did not make satisfactory progress in reading.	Our expected level of students not making satisfactory progress in reading will decrease to 44%.

**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 lack additional reinforcement at home	Parents will be given pointers to work collaboratively with their children in the completion of homework assignments during SAC Meeting	Reading Teacher; Classroom Teachers	Increased participation in homework assignments	Sign in sheet for meetings will be used to determine who received the information and the teachers will monitor progress and student participation in homework.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Data	K-5	Principal, Team Leaders, and Reading Coach	All Teachers	Weekly (Tuesdays)	Progress monitoring tools and classroom assessments	Team Leaders
Reading Strategies/Best Practices	K-5	Team Leaders and Reading Coach	All Teachers	Weekly (Thursdays)	Lesson Plans, Classroom Assessments	Team Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use the Treasures series to cover all 14 benchmarks in reading using various genres and pacing guides to guide instruction in the classroom.	Treasures	FTE	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement Accelerated Reader into the classroom to promote comprehension and reading of new text.	Accelerated Reader	FTE	\$1,745.00
			Subtotal: \$1,745.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Teachers attended CCSS overview, 3 day institute and summer conferences to implement CCSS into the classroom via text complexity, integration of subjects and preparation for full implementation of new standards.	CCSS Training	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers tutored for 1 hour three days a week in reading to prepare for the FCAT.	FCAT Tutoring	FTE	\$2,500.00
			Subtotal: \$2,500.00
			<b>Grand Total: \$6,745.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The goal is to increase the students scoring proficient in listening and speaking by one percentage point (totaling-44%)			
2012 Current Percent of Students Proficient in listening/speaking:					
(43%(53/123))					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more time practicing speaking and listening strategies at home.	Parent training (Monthly- at SAC meetings)	SAC Chair/Teachers	Student classroom performance	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The goal is to increase students scoring proficient in reading by one percentage point (totaling-26%).			
2012 Current Percent of Students Proficient in reading:					
(25%(31/123))					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students need additional practice at home with reading.	Assist the parents with homework help and reading tips during the monthly SAC meetings	SAC Chair/Classroom Teachers	Classroom Assessments	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The goal is to increase the students scoring proficient in writing by one percentage point (totaling- 25%).
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2012 Current Percent of Students Proficient in writing:

(24%(30/123))

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students need additional support practicing their writing strategies at home.	Train the parents to assist their children at home in the monthly SAC meetings.	SAC Chair/ Classroom Teachers	Classroom Assessments	CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly ESOL Contact Meetings- Tips and Resources to bring back to the classroom teachers.	PowerPoints and Recorded Sessions	N/A	\$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

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the FCAT Mathematics Test indicates that 33% of students achieved level 3 proficiency. Our goal is to increase level 3 student proficiency by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33/110 (33%)	34% increase of one percentage point

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT Math test, data analysis and algebraic thinking seems to be the content that the cluster students need most help in. Students lack prior knowledge in data analysis and this impedes students ability to successfully interpret data.	Provide the opportunities for data analysis to include (depending on grade level appropriate specific standards) making and stating conclusions and predicitions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, and identifying different parts of a graph.	Leadership Team RTI Team General Ed. Teacher	District Benchmark Assessments (the school follow the districts testing calendar) Informal Assessments Beginning and End of Year assessments Observations Pre/Post Tests	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:

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

### Problem-Solving Process to Increase Student Achievement

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

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



2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		The results of the FCAT Mathematics test indicates that 23.6% of students achieved level 4 and 5 above proficiency. Our goal is to increase level 4 and 5 student proficiency by 1 percentage point.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26/110 (23.6%)		25% increased by one percentage point			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the administration of the FCAT Math Test, algebraic thinking seems to be the content cluster students need most help in. Students demonstrate knowledge, but lack the structure and/or discipline to explain their thinking process.	Generate algebraic rules and use all four operations to describe patterns; describe mathematic relationships using expressions, equations, and visual representations; and recognize and write algebraic expressions for functions with two operations.	Leadership team RTI team General Ed. Teacher	District Benchmark Assessments( the school will follow the districts testing calendar) Pre/Post Tests	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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		The results of the 2009-2010 FCAT Mathematics Test indicates that 70.2% of students made learning gains. Our goal is to increase student learning gains to 71% or more.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
(44.9/64 (70.2%))		71% increase of one percentage point			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the FCAT Math Test. Algebraic thinking seems to be the content cluster students need most help in. Students demonstrate lack of basic mathematical skills.	The student will utilize online interventions through Carnegie Cognitive Tutor 5 times a week. Increase the use of manipulatives and hands-on activities to support math understanding.	Leadership Team RTI Team General Ed Teacher	District Benchmark Assessments (the school follows the districts testing calendar) Carnegie Reports Pre/Post Tests	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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Based on the FCAT mathematics test, 70% of students made learning gains. Our goal is to increase student student learning gains to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(70% (11.9/17))	71% increase of one percentage point

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the administration of the FCAT math test, students demonstrate lack of basic	Incorporate FCAT Explorer practice into the math curriculum. Offer before school tutoring in math.	Leadership Team RTI Team General Ed. Teacher	District Benchmark Assessments (the school follows the districts testing calendar) Carnegie Reports	FCAT

mathematical concepts.	Incorporate problem solving and critical thinking skills into the math curriculum.	Observations Pre/Post Tests
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In order to close the achievement gap by 50% the following timeline delineates the ambitious measurable objectives to achieve 94% proficiency by 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	62	70	78	86	

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:	Our goal is that we will decrease those not making satisfactory progress in mathematics by one percentage point next school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(0%(0/1)) White; (46.9%(30/64)Black; (51.4%(18/35)) Hispanic; (50%(1/2)) Asian	0% White; 45% Black; 50% Hispanic; 49% Asian - decrease by one percentage point

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	Limited grade appropriate vocabulary in the area of mathematics.	Students will receive leveled vocabulary support using lessons with audio and animation.	Leadership Team RTI Team General Ed. Teacher	Data chats Classroom walkthroughs Teacher made tests	FCAT Mini-BAT'S BAT's

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The goal is to decrease English Language Learners not making satisfactory progress in mathematics by one percentage point,
2012 Current Level of Performance:	2013 Expected Level of Performance:
(71.4% (10/14))	70% decrease by one percentage point

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
	Understanding of academic language within	Teachers will use the ESOL Matrix to enhance	Classroom Teachers/ ESOL	Classroom assessments	FCAT

1	the classroom	their lessons in a way in which ELL students will be successful	Contact	
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal is to decrease SWD who are not making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(12/15(80%))	79% decrease by one percentage point

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 lack basic math skills (multiplication, division, adding and subtracting).	ESE Specialist will pull small groups for math and receive additional support in the classroom.	ESE Specialist and classroom teachers	Classroom assessments, discussions in data chats, annual IEP meetings	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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal is to decrease the number of students who are economically disadvantaged not making satisfactory progress in mathematics by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(45/93(48.4%))	47% decrease by one percentage point

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	Lack of prerequisite skills in the area of mathematics.	Expand students' prior knowledge with lessons containing enrichment activities, cross curricular activities and skill practice.	Leadership Team General Ed. Teacher RTI Team	Grade level data chats and classroom walk throughs.	Pre/Post Test Data BAT's FCAT

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	K-5/ Mathematics	Principal	K-5 Teachers	Every Tuesday (weekly)	Classroom assessments	Principal/ Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize researched based text and manipulatives to acquire math skills.	GO Math Textbooks	FTE	\$1,564.00
			Subtotal: \$1,564.00
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
Data Chats	BAT Assessments, Classroom Assessments, FCAT Results	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will participate in 3 hours a week of tutoring in the area of mathematics before school in small groups.	FCAT Tutoring	FTE	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$4,064.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		On the administration of the Science FCAT, 50% of students achieved proficiency. The expected level of performance 51% to achieve proficiency.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
(14/28(50%))		51% increase one percentage point			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Based on our data analysis our students demonstrated a lack of prior knowledge and exposure to scientific thinking and were not able to make real-world connections.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts, as well as multimedia resources through Safari Montage to explore how science connects to the world around them.	Leadership Team RTI Team General Ed Teacher	Science projects weekly Informal Assessments Observations District Benchmark Assessments (the school will follow the testing calendar)	FCAT Science Investigations Lab reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal # 2a:	On the administration of the Science FCAT, 21.4% of students scored above proficiency. The expected level of performance for 2011 is 23% above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(6/28(21.4))	23% increased 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
	Based on our data analysis, our students demonstrated a lack of prior knowledge and exposure to scientific thinking and were not able to make real-world connections.	Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking. Provide after-school opportunities for students to design and	Leadership Team  RTI Team GeneralEd Teacher	Science labs Teacher made tests District Benchmark Assessments (the school will follow the testing calendar) Project requiring scientific process	FCAT Science Investigations Lab reports  observations

1		develop science and engineering projects to increase scientific thinking, and the development/discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Planning	K-5	Principal/ Team Leaders	All Teachers	Mondays/ Tuesdays (Weekly)	Lesson Plans	Principal/ Team Leaders
Data Chats	K-5	Principal	All Teachers	Tuesdays (Weekly)	Classroom Assessments	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use researched based curriculum which includes science projects to increase basic science concepts taught	Science Fusion	FTE	\$255.00
			Subtotal: \$255.00

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: \$255.00

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	72% of our students scored at achievement level 3 or higher in writing. Our goal is to increase by one percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(31/43(72%))	73% increase by one percentage point

### 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 arrive to school with different capabilities.	Provide differentiated instruction to ensure that students receive a variety of strategies to scaffold their writing capabilities.	Kindergarten through fifth Grade Classroom teachers	Work samples will be collected and monitored for growth.	Monthly school wide writing prompts an FCAT rubrics
2	Students have difficulty organizing their thoughts on paper.	Graphic organizers to assist with the organization of expository and narrative prompts.	Kindergarten through fifth Grade classroom teachers	Work samples will be collected and monitored for growth.	Monthly school wide writing prompts with planning sheets, and graphic organizers FCAT rubrics
3	Students come to school with a limited vocabulary.	Enrich the writing process by expanding the students vocabulary.	Kindergarten through fifth Grade Classroom teachers	Work samples will be collected and monitored for growth.	Monthly school wide writing prompts and FCAT rubrics

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



1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing and Reading	K-5	District Trainers	K-5	Various times throughout the school year	Lesson Plans	Reading Coach/Principal

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
CCSS integration of Reading and Writing	Writing Tips and Strategies provided by the district	N/A	\$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

## 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:	Attendance is vital to students academic performance. Our goal for this year is to increase the number of students who attend school on a regular basis.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the school year was 97.4%.	For the school year, the expected attendance rate is 98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with excessive absences was 5% (16 students).	The number of expected students with excessive absences is 4%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with excessive tardies was 15.4% (46 students).	The number of expected students with excessive tardies is 14%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may walk to school alone or need to take care of younger siblings.	Implement phone calls home and principal will meet with the parents after 10 tardies or absences.	Principal; IMT; Kindergarten-fifth Grade	Daily Attendance	Daily Attendance Report
2	Students may have a pattern of absences and/or tardies.	Incentives are used to reward good attendance habits (i.e. perfect attendance, interventions, School Social Worker contacts families to offer assistance).	IMT; Kindergarten-fifth Grade	Daily Attendance	Daily Attendance Report

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

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

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

Importance of Attendance/ Reporting of individual student data	K-5	Teacher	Parents	Conferences (twice per year)	Attendance records	Teachers/IMT/Principal
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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
Importance of Attendance	Parent Conferences- Pinnacle Reports	N/A	\$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
			<b>Grand Total: \$0.00</b>

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 next school year, the number of suspensions will decrease significantly.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
(3/298 (1%))	The expected number will be one less in-school school suspensions (2).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(1/298 (0.03%))	The expected number will be one less suspended in-school (0).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There was a total of four external suspension during the school year (4/298(1%)).	During next school year, there will be a 50% decrease in suspensions totaling 2.

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
There was a total of four external suspension during the school year (3/298(1%)).	During next school year, there will be a decrease in suspensions totaling 2.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in need of an individualized behavior plan.	Positive behavior plans will be implemented. (certificates, special activities).	Classroom teachers; ESE Specialist; Principal	County discipline matrix	Daily or weekly behavior logs. Behavior contract.

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
Discipline Matrix	K-5	Principal	K-5 Teachers	Monthly at Faculty Meeting	Referrals written	Principal

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
Review Discipline Matrix and Positive Reinforcement Strategies	Discipline Matrix	N/A	\$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

## 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>	During the school year, parent participation was 100%. Our goal for the next school year is to maintain parent participation at 100%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% (298)	100% (298)

### 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	Lack of 100% participation due to individual family working schedules.	Academic family nights will be advertised using a variety of methods including, but not limited to: flyers, agendas, e-mail, school/teacher websites, morning announcements, and phone links at various times to accommodate all families.	Principal, SAC Chair, Teachers	Teachers/Volunteers will provide a sign-in sheet at each academic family night.	Documentation of the number of attendees at academic family nights.
2	Different age groups have different interest levels.	It is imperative to provide activities that appeal to all age-groups to ensure participation.	Principal, SAC Chair, Teachers	Teachers/Volunteers will provide a sign-in sheet at each academic family night.	Documentation of the number of attendees at academic family nights.
3	Lack of participation in school wide activities by parents of English Language Learners due to language barrier.	Provide written letters, flyers and brochures in English and home language.	Community Involvement, Teachers, Principal	Teachers/Volunteers will provide a sign-in sheet at each academic family night.	Documentation of the number of attendees at academic family nights.

## 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
Home-School/ School-Home Communication	K-5 Parents	SAC Chair	K-5 Parents	Last Tuesday of the month (Monthly)	Agenda book records	Teachers/ SAC Chair

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
Increase communication by providing free agenda books to the parents along with a training at the SAC meeting and refreshments.	Agenda Books, refreshments for training	Title 1 Funds	\$1,432.00
			Subtotal: \$1,432.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,432.00</b>

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			N/A		
STEM Goal # 1:			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

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)*

## Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will use the Treasures series to cover all 14 benchmarks in reading using various genres and pacing guides to guide instruction in the classroom.	Treasures	FTE	\$2,500.00
Mathematics	Students will utilize researched based text and manipulatives to acquire math skills.	GO Math Textbooks	FTE	\$1,564.00
Science	Use researched based curriculum which includes science projects to increase basic science concepts taught	Science Fusion	FTE	\$255.00
				Subtotal: \$4,319.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will implement Accelerated Reader into the classroom to promote comprehension and reading of new text.	Accelerated Reader	FTE	\$1,745.00
				Subtotal: \$1,745.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers attended CCSS overview, 3 day institute and summer conferences to implement CCSS into the classroom via text complexity, integration of subjects and preparation for full implementation of new standards.	CCSS Training	N/A	\$0.00
CELLA	Monthly ESOL Contact Meetings- Tips and Resources to bring back to the classroom teachers.	PowerPoints and Recorded Sessions	N/A	\$0.00
Mathematics	Data Chats	BAT Assessments, Classroom Assessments, FCAT Results	N/A	\$0.00
Writing	CCSS integration of Reading and Writing	Writing Tips and Strategies provided by the district	N/A	\$0.00
Attendance	Importance of Attendance	Parent Conferences- Pinnacle Reports	N/A	\$0.00
Suspension	Review Discipline Matrix and Positive Reinforcement Strategies	Discipline Matrix	N/A	\$0.00
Parent Involvement	Increase communication by providing free agenda books to the parents along with a training at the SAC meeting and refreshments.	Agenda Books, refreshments for training	Title 1 Funds	\$1,432.00
				Subtotal: \$1,432.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers tutored for 1 hour three days a week in reading to prepare for the FCAT.	FCAT Tutoring	FTE	\$2,500.00
Mathematics	Students will participate in 3 hours a week of tutoring in the area of mathematics before school in small groups.	FCAT Tutoring	FTE	\$2,500.00
				Subtotal: \$5,000.00
				Grand Total: \$12,496.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 10/26/2012)

## 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
There will be parent trainings at all SAC meetings. Some areas addressed are Fluency Practice, Comprehension Strategies, Homework Help, Communication, Student Data, Conscience Discipline, etc. Teachers will take turns providing this training monthly.	\$0.00

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

The School Advisory Council's primary objective is to assist the school improvement plan. In order to assist the school with the all the goals, the SAC will provide training to the parents to better assist their children. Every month there will be a different training based on the needs of the parents. Parents who attend the title 1 meetings will also present the information.

# 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

Broward School District SOMERSET ACADEMY EAST PREPARATORY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	72%	81%	67%	283	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	72%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	72% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District SOMERSET ACADEMY EAST PREPARATORY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	59%	84%	29%	240	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	61%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	67% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested