FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LINCOLN-MARTI CHARTER SCHOOL LITTLE HAVANA CAMPUS

District Name: Dade

Principal: Nataly Parra

SAC Chair: Sofia Solis

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Nataly Parra	K-6 Elementary Education, ESOL, (awaiting a Masters in Educational Leadership)	1	3	'12 '11 School Grade A B High Standards- Rdg 43 43 High Standards- Math 50 45 Lrng Gains- Rdg 83 71 Lrng Gains- Math 87 76 Gains-R-25 83 77 Gains-M-25 95 87 2003-2010 Administrative Assistant at DHL Global Forwarding
Assis Principal	Barbara Sanchez	K-12 Special Education, Reading Endorsed, ESOL Endorsed (awaiting a Masters in Educational Leadership)	1	1	12 School Grade A High Standards- Rdg 43 High Standards- Math 50 Lrng Gains- Rdg 83 Lrng Gains- Math 87 Gains-R-25 83 Gains-M-25 95 2008-2009 Front Desk Supervisor at California Club Medical Center 2007 Dentist Assistant at Henry L. Coleman DDS

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sofia Solis	K-6 Elementary Education, K-12 Special Education, Reading Endorsed, ESOL Endorsed	1	1	'12 '11 '10 '09 School Grade A B B A High Standards- Rdg 43 43 74 75 High Standards- Math 50 45 72 74 Lrng Gains- Rdg 83 71 67 72 Lrng Gains- Math 87 76 53 57 Gains-R-25 83 77 62 72 Gains-M-25 95 87 49 68

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide continuous support within the classroom.	Administration, Leadership Team	Ongoing	
2	2. Opportunities will provide for teachers in order to allow ownership of school projects and collaboration with each other.	Administration	Ongoing	
3	3. Teachers will be provided with in house support to pursue a reading endorsement.	Reading Coach	Ongoing	
4	4. Regular meetings with the faculty to plan and evaluate courses.	Principal	Ongoing	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7(13%)	Provided teacher with practice material for subject area exam. Provided teacher with information on how to register for subject area exams. Professional development provided in areas determined through upcoming classroom walkthroughs

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	7.3%(4)	52.7%(29)	21.8%(12)	18.2%(10)	16.4%(9)	87.3%(48)	5.5%(3)	0.0%(0)	61.8%(34)

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
Eneidys Donato	Mabel Chipi	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Beatriz Rivero	Kelly Maes	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Teresa Gonzalez	Paola Fernandez	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Christina Hernandez	Vanessa Betancur	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
Jessica Sulbaran	Denise Arce	Experienced teacher in same grade level. Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.
		Experienced teacher in same grade level.	

Karla Lopez	Denise Garcia	Teacher with expertise in incorporating the interdisciplinary approach, the FCIM, and differentiated instruction.	Grade level meetings, common planning, and co-teaching implementing different strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention Programs.

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language learners (ELL) and immigrant students by providing funds to implement and provide:
• Reading and supplementary instructional materials
Waterford Connection and KidBiz (hardware and software) for the development of language and literacy skills in reading, mathematics, and science.

Title X- Homeless

• The Homeless Assistance Programs seeks to ensure a successful educational experience for homeless children by collaborating with parent, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assist with the identification enrollment, attendance, and transportation of homeless students.
• The Homeless liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKiney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated as their status of homeless- and are provided with entitlements. Projects Upstart provides a homeless sensitivity an awareness campaign throughout all the schools.

Supplemental Academic Instruction (SAI)

Lincoln Marti Charter School will receive funding from the Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug – Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST specialist.
• Training for technical assistance for elementary and middle school teachers, administrators, counselors/TRUST specialist.

Nutrition Programs

1. Lincoln Marti Charter Schools Adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state Stature is taught through physical education.
3. The School Food Service, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

Housing Programs

Head Start Programs are collocated in several Title I schools and/or communities. Joint activities including professional development and transition processes are shared. Through affiliating agreements, the summer VPK program is provided at head start sites.

Head Start

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Adult Education

Career and Technical Education

Job Training

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

Identify the school-based MTSS leadership team.

The school based RtI team is comprised of the following staff members; Principal, Assistant Principal, Reading Coach, School Counselor, and 5th grade Math and Science Teacher.

RtI is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. In developing our RtI team we have considered the following:

• Administrator(s) who will ensure commitment from team members and allocate appropriate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

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

• School guidance counselor
• Member of advisory group
• Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to the student needs. RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps include:
1. Problem identification: entails identifying the problem and the desired behavior for the student.
2. Problem analysis: involves analyzing the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention implementation: involves selecting or developing evidence-based interventions based upon data previously collected. The interventions are then implemented.
4. Response evaluation: the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting and if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

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

The Leadership Team will:

1. Monitor academic and behavior data by evaluating progress through addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

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

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

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

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

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

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

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. With the support of the Leadership Team, data will be analyzed and used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. With the support of the Leadership Team the following data will be managed:

Academic
• FAIR assessment/PMRN
• EduSoft reports
• Baseline assessments
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and

3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

1. The MTSS/RtI Team will provide support and guidance by offering all of the following:
• Daily Interventions, as deemed necessary
• Early Bird tutorial program
• Pull-Outs for Reading, Mathematics, Science, and Writing
• Extended School Day (if funds permit)
• Saturday Academy to reinforce specific concepts for Tier 2 and Tier 3 students
• Spring Break Camp (if funds permit)

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nataly Parra, Principal; Barbara Sanchez, Assistant Principal; Sofia Solis, Reading Coach; Denise Arce, Social Studies Lead Teacher; and, Maria Teresa Alejo, Math Lead Teacher; Jessica Sulbaran, Science Lead Teacher.

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

•• A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

• The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

• The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

• Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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

The major initiatives will be to maintain all subject areas abreast of reading interventions strategies and through the data analysis focus on the areas of weaknesses.

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.

The students will transition smoothly within their familiar environment by rotating through centers with an alternate underlying purpose of focusing on differentiated instruction. The students will also continue to explore and work with hands on activities to enhance the long term learning experience. The instruments that will determine the placement of students throughout the year will be the data collected from FAIR Assessments, FLKRS, and student progress reports.

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PDs. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The result of the 2012 FCAT reading test indicates that 22% (84) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 25% (94).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (84)	25% (94)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2011 FCAT Reading Test is Informational Text/Research Process (Category 4). This is due to the need for the students to appropriately be able to organize informational text and text features.	Students will use real world documents such as, how to articles, brochures, fliers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.	RtI Team	RtI Team will monitor student progress by reviewing student portfolios, writing prompts, and adjust instruction when data is not reflecting effective use of strategies.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from voyager Passport and reading plus. Summative: 2012 FCAT Reading Assessment
2	The area of deficiency as noted in the 2012 FCAT Reading Test is Reporting Category 1: Vocabulary.	The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to	The literacy team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. Administrators, Reading Coach and LLT will review data bi-weekly and make recommendations based on students assessment.	Formative: FAIR, weekly teacher generated assessments, and computer assisted reports from FCAT Explorer, and Reading Plus. Summative: 2013 FCAT Reading Test

		determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.			

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The result of the 2012 FCAT reading assessment indicates that 17% (63) of students achieved levels 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 18% (68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (63)	18% (68)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Students lack the vocabulary necessary to be successful readers.	During pre-reading activities educators should instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding	Administration and Leadership Team	Leadership Team will monitor student progress by reviewing their bi-weekly assessments of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from voyager Passport and reading plus. Summative: 2012 FCAT Reading Assessment

		connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.			
2	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text and Research Process	Students will use real world documents such as, how to articles, brochures, fliers and websites to identify text features to locate, interpret and organize information. The use of two-column notes will be introduced to list conclusions and supporting evidence to teach.	Administrators, Reading Coach and LLT.	Administration, Reading Coach, and Leadership Team will monitor student progress by reviewing student portfolios, interactive journals, writing prompts, and adjust instruction when data is not reflecting effective use of strategies.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports for Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The result of the 2012 FCAT reading assessment indicates that 84% (197) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5percentage points to 89% (208).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (197)	89% (208)

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 lacked	Implement a rotation	RtI Team, and	The RtI will meet on a	Formative: Mini

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	necessary basic skills needed to master Category 2: Reading Application. The anticipated barrier is focused on the timely matter using differentiated instruction.	schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments. Administrators and teachers will meet weekly to discuss data findings and how students' needs are being addressed.	Reading Coach.	monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. The RtI team will use data collected from bi-weekly assessments to monitor students progress.	Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from voyager Passport and reading plus. Summative: 2012 FCAT Reading Assessment
2	Students lacked necessary basic skills needed to master Category 4: Informational Text and Research Process.	Implement a rotation schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The result of the 2012 FCAT Reading assessment indicates that 83% (51) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 5 percentage points to 88% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (51)	88% (55)

			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 lacked necessary basic skills needed to master Category 2: Reading Application. The anticipated barrier is focused on the timely matter using differentiated instruction.	Implement a rotational schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments. Administrators and teachers will meet weekly to discuss data findings and how students' needs are being addressed. Use resources such as Accelerated Reading.	RtI Team, and Reading Coach.	The RtI will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. The RtI team will use data collected from bi-weekly assessments to monitor students progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from voyager Passport and reading plus, Accelerated Reading reports. Summative: 2012 FCAT Reading Assessment
2	Students lacked necessary basic skills needed to master Category 2: Reading Application.	Implement a rotational schedule for small group instruction during the Reading block. Provide tailored instructions based on mini assessments. Use resources such as Accelerated Reading. Before and After School tutoring will also be provided to students.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The school is to increase the proportion of students scoring at level 3 and above and reducing the proportion of students scoring at level 1 and 2 by 50% over six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30	37	43	49	56	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicated that 44% (154) in the Hispanic Subgroup and 35% (8) in the Black Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making learning gains by 6 percentage points to 50% (175) and in the Black Subgroup by 7 percentage points to 42% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 35% (8) Hispanic: 44% (154)	Black: 42% (10) Hispanic: 50% (175)
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 administration of the 2011 FCAT reading test revealed that Content 4: informational text and research process is the targeted area. The Hispanic subgroup did not make AYP.	Students will be able to locate and verify details, critically analyze text, and synthesize detail to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers.	RTI Team	RTI team will meet monthly to monitor student progress through various intervention programs such as Voyager and analyze how student needs are being addressed.	Formative: FAIR Interim Assessment, and teacher feedback.

Summative: Result from the 2012 FCAT Reading Assessment. |
| 2 | Black: As noted on the administration of the 2012 FCAT Reading Test, the Black subgroup showed a need for improvement in Reporting Category 2: Reading Application.

Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup showed a need for improvement in Reporting Category 2: Reading Application. | Early identification of students and teachers to allow teachers time to develop differentiated instruction to facilitate students in need.

Early notification to parents of the need and importance of intervention.

Inform teachers of student progress on a monthly basis. | Administrators, Reading Coach and LLT. | Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress. | Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus.

Summative: 2013 FCAT Reading Assessment |

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C: | The results of the 2012 FCAT Reading Test indicated that 36% (73) in the ELL Subgroup made learning gains.

Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup making learning gains by 3 percentage points to 39% (79). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (73) | 39% (79) |

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 administration of the 2011 FCAT reading test revealed that Content 4: informational text and research process is the targeted area. The English Language Learners (ELL) subgroup did not make AYP.	Students will participate in a Pull Out small group setting with the instructional support in their native language reinforcing strategies for informational text and research process.	RTI Team	RTI team will meet to discuss the progress of assessments such as the baseline, and interim to monitor student progress and effectiveness of program delivery.	Formative: FAIR Interim Assessment, and teacher feedback.

Summative: Result from the 2012 FCAT Reading Assessment. |
| | Students need additional opportunities to consistently use computer research based programs in order to increase proficiency in | The following instructional strategies will be utilized to support Reporting Category 1: The use of vocabulary word maps; word walls | Administrators, Reading Coach and LLT. | Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of Reading Application strategies such as | Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR |

		Reporting Category 1: Vocabulary	and personal dictionaries. Teachers will also Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas. Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.		inferences, analyzing and elaboration. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment
2						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicated that 18% (4) in the SWD Subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD Subgroup making learning gains by 7 percentage points to 25% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (4)	25% (5)

Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacked necessary basic skills needed to master Category 2: Reading Application. The anticipated barrier is focused on the timely matter using differentiated instruction.	Implement a differentiated instruction model in all classes to meet the needs of students with disabilities not making satisfactory progress.	Administrators, Reading Coach and LLT.	Administrators, Reading Coach and LLT will meet on a monthly basis to monitor the effective use of after school/Saturday academy/Early Bird tutoring. Administrators, Reading Coach and LLT will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.	The results of the 2012 FCAT Reading Test indicated that 39% (103) in the ED Subgroup made learning gains.

	Reading Goal #5E:	Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroup making learning gains by 3 percentage points to 42% (111).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	39% (103)	42% (111)

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 2011 FCAT Reading Assessment revealed that the Economically Disadvantaged (ED) subgroup did not make AYP. The area which showed minimal growth was Content 4: informational text and research process is the targeted area.	Provide tutoring services for students from the beginning of the school year in addition to student placement in appropriate intervention programs within the first weeks of school to monitor progress based on informational text and research process.	RTI Team	RTI team will meet on a monthly basis to monitor the students' progress and effectiveness of program based on data analyses.	Formative: FAIR Interim Assessment, and teacher feedback. Summative: Result from the 2012 FCAT Reading Assessment.
2	As noted on the 2012 administration of the FCAT Reading Test, the students in the Economically Disadvantaged subgroup had limited access to a variety of literature materials has hindered progress in Reporting Category 2: Reading Application.	Early identification of students/parents to allow parties to make necessary accommodations to attend reading tutoring. Economically Disadvantaged students will be working with supplemental resources such as: Florida Coach series, Breakaway, Ladders to Success and Crosswalk that will allow them to be exposed to a variety of literature materials.	Administrators, Reading Coach and LLT.	Reading Coach will monitor tutoring attendance and review reports from instructional tools used during tutoring.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus. Summative: 2013 FCAT Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	K-8th	Reading Coach and/or PD Portal	3rd – 8th Grade Reading Teachers	August 13th, 2012	Monitor student progress on a monthly basis.	Administration/ Reading Coach
Implementing FCAT Item Specifications in the classrooms.	K-8th	Sofia Solis	All Teachers	August 15th, 2012	In class follow up/evidence of utilization	Reading Coach
Common Core Strategies	K-8th	Reading Coach and/or PD Portal	All Teachers	October 26th, 2012	Evidence in student folders, lesson plans, and classroom walkthroughs	Administration/ Reading Coach
Differentiated Instruction	K-8th	Reading Coach and/or PD Portal	All Teachers	August 14th, 2012	Monitoring lesson plans and classroom walkthroughs	Administration/ Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5	Reading Plus	FTE	$12,000.00
Goals 1-5	Houghton Mifflin Reading	FTE	$1,000.00
Goals 1-5	Florida Coach Series	FTE	$3,000.00
Goals 1	Ladders to Success	FTE	$3,000.00
Goals 1	Breakaway	FTE	$3,000.00
Goals 1	Crosswalk	FTE	$3,000.00
			Subtotal: $25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	Voyager	FTE	$10,000.00
			Subtotal: $10,000.00
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: $35,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The Results of the 2011-2012 administration of the CELLA indicates that 31% (133) of students achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 36% (142).
2012 Current Percent of Students Proficient in listening/speaking:	
31% (133)	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted in the results of the 2011-2012	• A2-Modeling • A3- Teacher Led	Administrators, ESOL Coordinator,	Administrators, ESOL Coordinator, and	Formative: Mini Assessments,

| 1 | CELLA Assessment, the area of greatest difficulty was comprehending the questions asked as well as putting the ideas together when answering. | Groups
• A6- Use simple, direct language
• B1- Brainstorming
• B2- Cooperative Learning
• B5- Repetition
• B9- Think Aloud
• E5- Audio Visuals
• E6- Technology and
• Computer Software | and Reading Coach | Reading Coach will use data collected from bi-weekly assessments to monitor students' progress. | tutorial assessments, interim assessments, FAIR Assessment, Projects and reports from Reading Plus.

Summative: 2013CELLA Reports and Assessment. |

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The Results of the 2011-2012 administration of the CELLA indicates that 22% (95) of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 27% (115)
2012 Current Percent of Students Proficient in reading:	
22% (95).	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was vocabulary and lack of prior knowledge.	• C1-Activate Prior Knowledge • C4-K-W-L • C6-Task Cards • C8-Differentiated Instruction • C9-Read aloud • C13-Cooperative Learning • C17-Vocabulary with Context Clues • C20-Interactive Word Walls • C25-Graphic Organizers	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013CELLA Reports and Assessment.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The Results of the 2011-2012 administration of the CELLA indicates that 18% (76) of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase this percentage by 5 percentage points to 23% (92)
2012 Current Percent of Students Proficient in writing:	
18% (76)	

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

1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was writing structure.	. • D2- Graphic Organizers • D3- Illustrating and Labeling. • D6- Process Writing • D8- Rubrics Writing Prompts • D9- Spelling Strategies	Administrators, ESOL Coordinator, and Reading Coach	Administrators, ESOL Coordinator, and Reading Coach will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, Projects and reports from Reading Plus. Summative: 2013CELLA Reports and Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-3	ESOL Interventions	FTE	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012 FCAT Mathematics Assessment indicates that 28% (105) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 29% (109).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (105)	29% (109)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 3: Geometry and Measurement	Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use resources such as; Fcatexplorer.com, Florida-Achieves, and manipulatives.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports. Reports from Florida Achieves and FCAT Explorer. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 21% (78) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2percentage points to 23% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (78)	23% (79)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students was reporting Category 3: Geometry and Measurement.	Enrich students learning by implementing the Bloom DOK (Depth of Knowledge) where they will be exposed to higher order thinking questions. Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports. Reports from Florida Achieves and FCAT Explorer. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

| | | Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use resources such as; Fcatexplorer.com, Florida-Achieves, and manipulatives. | | | |

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

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:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 87% (206) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5 percentage points to 92% (218).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (206)	92% (218

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for</td><td>Process Used to Determine Effectiveness of</td><td>Evaluation Tool</td></tr>
</table>

			Monitoring	Strategy	
1	The 2012 FCAT Mathematics Assessment revealed that Category 3: Geometry and Measurement is the targeted area.	Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use resources such as; Fcatexplorer.com, Florida-Achieves, and manipulatives.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports. Reports from Florida Achieves and FCAT Explorer. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	The results of the 2012 FCAT Mathematics Test indicate that 95% (60) of students in the lowest 25% made learning gains.

	Mathematics Goal #4:		Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 2 percentage points to 97% (61).

2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (60)	97% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the lowest quartile students showed a deficiency in reporting category 3: Geometry and Measurement, as noted on the 2012 administration of the FCAT Mathematics Test.	Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use resources such as; Fcatexplorer.com. Students will be using the Florida Coach series, Breakaway, Ladders to Success and Crosswalk on a daily basis. Students will be provided with interventions and tutoring to help them achieve proficiency levels.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed. Attendance logs for tutoring and interventions will be monitored by Administration.	Formative: Biweekly assessments and District Interim Data reports. Reports from Florida Achieves and FCAT Explorer. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The school is to increase the proportion of students scoring at level 3 and above and reducing the proportion of students scoring at level 1 and 2 by 50% over six years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	46	51	57	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 51% (178) of students in the Hispanic, subgroup and 43% (10) of students in the Black subgroup achieved proficiency levels. Our goal is to increase proficiency levels of the Hispanic subgroup by 2 percentage points to 53% (185) and the Black subgroup by 3 percentage points to 46% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black: 43% (10)
Hispanic: 51% (178)

Black: 46% (11)
Hispanic: 53% (185)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.\n\nDistrict interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports\n\nSummative: Results from the 2013 FCAT 2.0 Mathematics assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.\n\nMathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate that 48% (97) of students in the English Language Learners subgroup achieved proficiency levels. Our goal is to increase student proficiency levels in this subgroup by 2 percentage points to 50% (101).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (97)	50% (101)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Use literature in Mathematics to provide necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded through each lesson by the teacher and students, journals written by students reflecting about what they learned, and interactive word walls.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.\n\nDistrict interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports\n\nSummative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 18% (4) of students in the Students with Disability subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 33 percentage points to 41% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (4)	41% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Use literature in Mathematics to provide necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded through each lesson by the teacher and students, journals written by students reflecting about what they learned, and interactive word walls.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 45% (119) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 1 percentage points to 46% (121).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (119)	46% (121)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Mathematics Test, the students in the Economically Disadvantaged subgroup are in need of lessons that incorporate higher order thinking skills.	Benchmark focus lessons will be developed incorporating strategies and activities that prepare students to engage in more abstract reasoning, planning, analysis, and creative thought.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

| | | | | meetings and adjustments to strategies made as needed. | |

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012 FCAT Mathematics Assessment indicates that 28% (105) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage point to 29% (109).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (105)	29% (109)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Use resources such as; Fcatexplorer.com, Florida-Achieves, and manipulatives.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports. Reports from Florida Achieves and FCAT Explorer. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 21% (78) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2percentage points to 23% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (78)	23% (79)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for levels 4 and 5 was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

mathematics.

Mathematics Goal #2b:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 87% (206) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5 percentage points to 92% (218).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (206)	92% (218)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students making learning gains was Reporting Category 1: Number: Operations, Problems, and Statistics.	Teachers will provide students with hands on experiences to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 95% (60) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 2 percentage points to 97% (61).
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (60)	97% (61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, students lacked necessary basic skills needed to master Reporting Category 1: Number: Operations, Problems, and Statistics.	Teachers will provide students with additional assistance with the implementation of hands on experience to facilitate the fluency with grade-level appropriate number concepts and apply the learning to solve real-world problems. Also, teachers will provide practice to develop an understanding of number relationships. Students will be provided with interventions and tutoring to help them achieve proficiency levels.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed. Attendance logs for tutoring and interventions will be monitored by Administration.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # The school is to increase the proportion of students scoring at level 3 and above and reducing the proportion of students scoring at level 1 and 2 by 50% over six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	46	51	57	62	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 51% (178) of students in the Hispanic, subgroup and 43% (10) of students in the Black subgroup achieved proficiency levels. Our goal is to increase proficiency levels of the Hispanic subgroup by 2 percentage points to 53% (185) and the Black subgroup by 3 percentage points to 46% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (10) Hispanic: 51% (178)	Black: 46% (11) Hispanic: 53% (185)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate that 48% (97) of students in the English Language Learners subgroup achieved proficiency levels. Our goal is to increase student proficiency levels in this subgroup by 2 percentage points to 50% (101).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (97)	50% (101)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Use literature in Mathematics to provide necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

| | | may include the use of mathematics terminology embedded through each lesson by the teacher and students, journals written by students reflecting about what they learned, and interactive word walls. | | meetings and adjustments to strategies made as needed. | |

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 18% (4) of students in the Students with Disability subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 33 percentage points to 41% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (4)	41% (8)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Reporting Category 3: Geometry and Measurement.	Use literature in Mathematics to provide necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded through each lesson by the teacher and students, journals written by students reflecting about what they learned, and interactive word walls.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 45% (119) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 1 percentage points to 46% (121).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (119)	46% (121)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Mathematics Test, the students in the Economically Disadvantaged subgroup are in need of lessons that incorporate higher order thinking skills.	Benchmark focus lessons will be developed incorporating strategies and activities that prepare students to engage in more abstract reasoning, planning, analysis, and creative thought.	Administrators and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 57% (8) of students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 3 percentage points to 59% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (8)	59% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3-rationals, radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoints sets and to solve a variety of real world problems. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Administrators and Leadership Team.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I

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:	On the 2012 administration of the Algebra I EOC, 43% (6) of the students achieved proficiency scoring a level 4 or 5. The expected level of performance for the 2012-2013 school year is to increase the number of students achieving proficiency by 3 percentage points to 46% (7)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (6)	46% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra I students have difficulties understanding linear equation and inequalities. Lack of hands-on activities, manipulatives and cooperative learning group assignment hinders students' understanding of content material in Algebra.	Utilization of online resources accompanying the newly adopted Algebra I textbook to provide students with additional means for understanding the algebraic concepts. Creation of common lesson plans that incorporate cooperative learning activities and the use of manipulative.	Administrators and Leadership Team.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # The school is to increase the proportion of students scoring at level 3 and above and reducing the proportion of students scoring at level 1 and 2 by 50% over six years. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	46	51	57	62	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	On the 2012 administration of the Algebra I EOC, 51% (6) of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 53% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 51% (6)	Hispanic: 53% (6)

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	Black: Students in the Black Subgroup have difficulty in Expressions, equations, and functions. Hispanic: Students in the Hispanic Subgroup have difficulty in Expressions, equations, and functions.	Provide students with opportunities to solve word problems using different approaches like nonlinguistic representations, creation of student developed word problems, anchor charts, the use of manipulatives, and the integration of technology.	Administrators and Leadership Team.	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 EOC Algebra I

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

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

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

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

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

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

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

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

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

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				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida-Achieves and FCAT Explorer	3rd-8th	Principal	All K-8th grade teachers	September 26th, 2012	Monitor student progress on programs.	Assistant Principal
Differentiated Instruction integrating manipulative	All K-8 Mathematics Teachers	Principal	All K-8 Mathematic Teachers	August 15th, 2012	Monitor student data to determine the impact of this strategy.	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2.1	Holt McDougal Go Math Fl 2012	FTE	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Holt McDougal Go Math Fl 2012	FTE	$15,000.00
Intervention	Florida Coach Series	FTE	$5,000.00
Intervention	Breakaway	FTE	$3,000.00
Intervention	Ladders to Success	FTE	$3,000.00
Intervention	Crosswalk	FTE	$3,000.00
2.1	Holt McDougal Go Math Fl 2012	FTE	$5,000.00
Tutoring	Essential Skills Math Success	FTE	$2,500.00
			Subtotal: $36,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $41,500.00

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	The results of the 2012 FCAT 2.0 Science assessment indicate 31% (28) of the students achieved proficiency

| | Level 3 in science. | (FCAT Level 3) |
| | Science Goal #1a: | The goal for the 2013 FCAT 2.0 Science assessment is to increase students achieving proficiency (FCAT Level 3) by 4 percentage points to 35% (31) |

2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (28)	35% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas where students experience the most difficulty are in Reporting Category 1: The Nature of Science and Reporting Category 2: Earth & Space Science. Students need more opportunities to investigate Earth and Space Science and to practice observation skills and forming hypotheses.	Increase opportunities for authentic hands-on science experiences with emphasis on observation and the development of testable hypotheses. Students will write about these experiences and share them within groups and with the class. Use GIZMOs in different modes with an emphasis on Earth and Space Science. Increase opportunities for students to apply concepts in a variety of scenarios.	Administration and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science assessment

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

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 | The results of the 2012 FCAT 2.0 Science assessment indicate 14% (13) of the students achieved proficiency |

	Achievement Level 4 in science. Science Goal #2a:	(FCAT Level 4-5) The goal for the 2013 FCAT 2.0 Science assessment is to increase students achieving proficiency (FCAT Level 4-5) by 2 percentage points to 16% (14)

2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (13)	16% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of most difficulty was Reporting Category 1: The Nature of Science Students need additional opportunities for inquiry- based and independent investigations.	Students in Grade 5 and 8 will be given opportunities to pursue independent projects and participate in a school-wide Science Fair. From the beginning of the school year, support will be provided for students to propose, develop and present independent investigations. Teachers will monitor progress toward completion of projects on a biweekly schedule.	Administration and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Science assessment

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Activities	3rd – 8th	Science Lead Teacher	All Science Teachers	August 17th, 2012	Review laboratory sign in sheets to ensure all teachers are attending on a consistent manner.	Site Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Exploration	Scott Foresman Science 2010	FTE	$1,000.00
Intervention	Florida Coach Series	FTE	$5,000.00
			Subtotal: $6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Printable materials for teachers and students	FTE	$500.00
			Subtotal: $500.00
			Grand Total: $6,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2012 FCAT Writing Test indicates that 68% (71) of students achieved levels 3-6 proficiency. Our goal for the 2012-2013 school year is to increase level 4-6 student proficiency by3 percentage points to 71% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (71)	71% (4)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	During the 2012 FCAT Writing Test, 4thand 8thgraders demonstrated difficulty in expository writing. Students' lack practice following the writing process and experience in editing and revising their work.	Students will use revising/editing charts, teacher conferencing, or peer editing by: evaluating a draft for the use of ideas and content, rearranging words, sentences, and paragraphs, Teachers will use the 4 square writing process; which is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. It can be applied for the narrative, descriptive, expository and persuasive forms of writing. It is designed to help the student elaborate ideas and understand what steps need to be followed before and during writing an essay	Administration and Leadership Team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District interim data reports will be reviewed by EESAC at quarterly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 FCAT 2.0 Writing assessment

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	K-8th	Nataly Parra	K-8thTeachers	August 16, 2012 (On-going throughout the school year: Monthly)	In house monthly prompt and District Interim Assessments.	Principal, Assistant Principal, Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Structuring and Refining	Writing Program: Building Critical Writers	FTE	$4,000.00
Intervention	Florida Coach	FTE	$1,500.00
		Subtotal: $5,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $5,500.00	

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The result of the2012 Baseline Data indicates that 0% (0) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 10% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (7)
Problem-Solving Process to Increase Student Achievement	

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

| 1 | Students have demonstrated difficulty interpreting primary and secondary sources of information. Students have demonstrated difficulties with expository writing. | Teachers will allow the students to interpret primary and secondary sources of information. Teachers will use the interdisciplinary approach, where students will be provided with opportunities to write to inform and explain different topics related to civics. | Administration will be responsible for the monitoring of the implementation of the identified strategies. | Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus. | Monthly Assessments Chapter/unit assessments 2013 District Spring Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The result of the2012 Baseline Data indicates that 0% (0) of students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student proficiency by 10 percentage points to 10% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have demonstrated difficulty with persuasive writing.	Teacher will enrich the civic lessons by providing the students with opportunities to examine opposing points of view on a variety of issues. Debates will be used to allow the students to examine the pros and cons of different topics.	Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly Assessments Chapter/unit assessments 2013 District Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	K-8th	Nataly Parra	K-8thTeachers	August 16, 2012 (On-going throughout the school year: Monthly)	In house monthly prompt and District Interim Assessments.	Principal, Assistant Principal, Reading Coach

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
Intervention	Consumable Materials	FTE	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this school year is to increase attendance from 93.2% (680) by a 1 percentage point to 94.2% (688). In addition, our goal this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 1% to 42% (282).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.2% (680)	94.2% (688)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
303	288
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
132	125
Problem-Solving Process to Increase Student Achievement	

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

| 1 | Parents are unaware of the state and district regulations that correlate to the absence/tardiness procedures and consequences. | School counselor will provide an informative step by step meeting to the parents where state and district regulations will be discussed. School Counselor will be monitoring the absences and tardiness of students. Attendance Reports and the Bulletin Report will be analyzed and contact parents as necessary. | Administration | Biweekly updates to administration per grade level from the MTSS/RtI and to entire faculty at faculty meetings.

Attendance reports and parent meetings logs | Attendance rosters and meeting(s) sign-in sheets. |

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
Truancy Prevention	K-8th grade teachers	School Counselor	K-8th grade teachers	October 26, 2012	A truancy intervention program will be developed during the PD. The Assistant Principal will monitor the implementation of the program.	Assistant Principal and School Counselor

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
Truancy Prevention	Professional Developments	FTE	$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: $500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2011-2012 school year is to maintain the number of suspensions at 0.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students are unfamiliar with the School Code of Conduct and unaware of the reasons for child's suspensions.	The school's Counselor and administrators will make sure to contact parents of students who have been placed in indoor and outdoor suspension. Student Code of Conduct will be thoroughly explained to both parents and students at the Open House. Signed form from parents of the Students Code of Conduct.	Administrators	Monitor Parent contact log and parent sign-in sheet for evidences of communication with parents of students who have been suspended.	Parent sign-in sheet/parent contact log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-8 Teachers	Administrator	Schoolwide	September 26, 2012	Monitor SPOT success monthly report.	Leadership Team

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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
Prevention	Copies for Parents of forms and information on the Students Code of Conduct.	FTE	$500.00
			Subtotal: $500.00
Grand Total: $500.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	Students will be involved in Science Fair Projects.

	STEM Goal #1:		Teachers will implement STEM practices in their daily lessons.	

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 of exposure to hands on projects that enhance their critical thinking skills.	Teachers will implement STEM practices in lesson plans to ensure that standards are being taught with rigor and students are involved in projects in Math and Science. Students will be involved in an ongoing Science Fair Project related to the science curriculum from the beginning of the school year through May 2013.	Administration	Administration will review lesson plans and monitor that STEM practices are being implemented through ongoing hands-on activities related to the Science Fair Project.	Science Fair Projects and lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Practices in daily lessons	5th and 8th Grade Teachers	Administration	School wide	October 2012	Monitor consistency of STEM Practices in daily lessons.	Administration

STEM Budget:

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

Increase students' participation	Incentives	Operational Funds	$1,000.00
		Subtotal:	$1,000.00
		Grand Total:	**$1,000.00**

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Teachers will be trained as CTSO advisors to provide technical and leadership support required for CTSO student achievement. Teachers will be trained in Project Based Learning instructional frameworks. Teachers will be trained in adding rigorous problem-solving activities to lessons. Based on these goals, students will be able to demonstrate a 30% increase in proficiency levels within subject areas.

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 were not afforded the opportunity to participate in Career Development Events to aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.	Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair. Implement (or develop) career development events lesson plans using Project Based Learning instructional elements. Develop a timeline of training, attending informational workshops; and plan for meeting deadlines for event registration, etc. Provide opportunities for students to apply literacy skills, STEM principles, as well as leadership skills solving real-world problems during CTSO Career Development and Technical Skills events. Provide opportunities for teachers to join Professional Learning Communities, such as STEM Robotics PLC, or attend district and/or state workshops. (p	Administration, Leadership Team	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	Sign-in sheets of meetings and trainings and lesson plans. Formative: Biweekly and Quarterly Reports of Interim Assessments. Summative: 2013 FCAT Scores.

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
Project Based Learning instructional frameworks	K-8th Grade Teachers	School Leadership Team	K-8th Grade Teachers	Teacher Planning Days School Year 2012-2013	Monitor implementation of Project Based Learning instructional framework.	Administration
Adding rigorous problem-solving activities to lessons.	K-8th Grade Teachers	School Leadership Team	K-8th Grade Teachers	Teacher Planning Days School Year 2012-2013	Monitor consistency of rigorous problem-solving activities.	Administration

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' participation	Incentives	Operational Funds	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5	Reading Plus	FTE	$12,000.00
Reading	Goals 1-5	Houghton Mifflin Reading	FTE	$1,000.00
Reading	Goals 1-5	Florida Coach Series	FTE	$3,000.00
Reading	Goals 1	Ladders to Success	FTE	$3,000.00
Reading	Goals 1	Breakaway	FTE	$3,000.00
Reading	Goals 1	Crosswalk	FTE	$3,000.00
CELLA	Goals 1-3	ESOL Interventions	FTE	$3,000.00
Mathematics	2.1	Holt McDougal Go Math Fl 2012	FTE	$5,000.00
Science	Science Exploration	Scott Foresman Science 2010	FTE	$1,000.00
Science	Intervention	Florida Coach Series	FTE	$5,000.00
Writing	Structuring and Refining	Writing Program: Building Critical Writers	FTE	$4,000.00
Writing	Intervention	Florida Coach	FTE	$1,500.00
				Subtotal: $44,500.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention	Voyager	FTE	$10,000.00
Mathematics	1.1	Holt McDougal Go Math Fl 2012	FTE	$15,000.00
Mathematics	Intervention	Florida Coach Series	FTE	$5,000.00
Mathematics	Intervention	Breakaway	FTE	$3,000.00
Mathematics	Intervention	Ladders to Success	FTE	$3,000.00
Mathematics	Intervention	Crosswalk	FTE	$3,000.00
Mathematics	2.1	Holt McDougal Go Math Fl 2012	FTE	$5,000.00
Mathematics	Tutoring	Essential Skills Math Success	FTE	$2,500.00
				Subtotal: $46,500.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Truancy Prevention	Professional Developments	FTE	$500.00
				Subtotal: $500.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Tutoring	Printable materials for teachers and students	FTE	$500.00
Civics	Intervention	Consumable Materials	FTE	$1,000.00
Suspension	Prevention	Copies for Parents of forms and information on the Students Code of Conduct.	FTE	$500.00
STEM	Increase students' participation	Incentives	Operational Funds	$1,000.00
CTE	Increase students' participation	Incentives	Operational Funds	$1,000.00
				Subtotal: $4,000.00
				Grand Total: $95,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

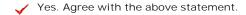Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used for students' incentives.	$3,345.00

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

Review data to discuss the School Improvement Plan and address areas of strength and weaknesses in order to address all students' needs. Approve and monitor implementation of the SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
LINCOLN-MARTI CHARTER SCHOOL LITTLE HAVANA CAMPUS
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	45%	77%	33%	198	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	76%			147	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?	83% (YES)	87% (YES)			170	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					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
LINCOLN-MARTI CHARTER SCHOOL LITTLE HAVANA CAMPUS
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	35%	70%	14%	156	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	51%	43%			94	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?	52% (YES)	58% (YES)			110	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					360	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested