FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SUNNY ISLES BEACH COMMUNITY SCHOOL

District Name: Dade

Principal: Dr. Annette Weissman

SAC Chair: Dina Adler

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval:

Last Modified on: 10/30/2012

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

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

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	Dr. Annette Weissman	Degrees: BA, MS. EdS, EdD Certification Elem Ed;ESOL,EMTL, HNDCP, School Principal	5	21	12 '11 '10 '09 '08 School Grade A A A A NA AYP N/A Y Y Y Y High Stand.Rdg 77% 85% 89% 86% NA High Stand Math 80% 90% 86% 87% NA Lng Gains Rdg 80% 68% 77% NA NA Lng Gains Math 78% 81% NA NA 68% Gains Rdg 25% 77% 65% NA NA 61% Gains Math 25% 68% 81% NA NA 70%
Assis Principal	Mr. Julio Fong	Degrees: BA Elementary Education Masters Computer Science Education, Specialist Educational Leadership	3	8	12 '11 '10 '09 '08 School Grade A A A D B AYP N/A Y Y N N High Stand.Rdg 77% 85% 89% 54% 45% High Stand Math 80% 90% 86% 49% 63% Lng Gains Rdg 80% 68% 77% 20% 61% Lng Gains Math 78% 81% NA 59% 69% Gains Rdg 25% 77% 65% NA 70% 75% Gains Math 25% 68% 81% NA 57% 67%
		Degrees: BA Elementary Education Masters Degree			

Assis Principal	Ms. Alissa Tapia	in Special Education Specialist in Educational Leadership Certification in Varying Exceptionalities Elementary Education ESOL Special Learning Disability Educational Leadership	2	3	12 '11 '10 '09 '08 School Grade A C A A B AYP N/A N N Y N High Stand.Rdg 77% 58% 81% 80% 81% High Stand Math 80% 71% 80% 75% 79% Lng Gains Rdg 80% 50% 73% 71% 64% Lng Gains Math 78% 59% 67% 57% 70% Gains Rdg 25% 77% 41% 64% 67% 49% Gains Math 25% 68% 61% 70% 59% 59%

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	Dr. Susan Fernandez	Degrees: AA; BA; M. Ed;EdD. Certification Elementary Ed Reading K-12 ESOL Educational Leadership	5	7	'12 '11 '10 '09 '08 School Grade A A A A B AYP N/A Y Y Y N High Stand.Rdg 77% 85% 89% 86% 71% High Stand Math 80% 90% 86% 87% 72% Lng Gains Rdg 80% 68% 77% NA 69% Lng Gains Math 78% 81% 68% NA 62% Gains Rdg 25% 77% 65% 75% NA 53% Gains Math 25% 68% 81% 65% NA 51%

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. (Retain) Support teachers through Learning Communities and Professional Development	Principal Reading Coach Assistant Principals Leadership Team	June 7, 2013	
2	2. (Retain) Provide leadership opportunities for teachers	Principal Assistant Principals Leadership Team	June 7, 2013	
3	3. (Retain) Provide a strong support system for professionals teaching less than 3 years	Principal Reading Coach Assistant Principals Leadership Team	June 7, 2013	
4				

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 Teachers are teaching out-of-field	Teachers are enrolled in professional development classes to complete subject specific requirements.

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
93	3.2%(3)	31.2%(29)	58.1%(54)	26.9%(25)	44.1%(41)	94.6%(88)	9.7%(9)	3.2%(3)	86.0%(80)

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
Betty Abdallah	Amanda Moore	NBCL Certified	Monthly meetings and classroom observations
Norma Francisquini	Jennifer Klein	Clinical Supervision	Monthly meetings and classroom observations
Debra Sarauw	April Gutierrez	Clinical Supervision	Monthly meetings and classroom observations

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

For the 2012-2013 school year, the MTSS/RtI Leadership Team will consist of: the principal and assistant principals who will ensure the fidelity of the process and allocate resources; the reading coach who will focus on improving instruction for all students; a counselor who will ensure that quality, relevant services are provided to the students; the chairperson of the special education department who will ensure collaboration with general education teachers; and one grade chairperson representing grades K-2, one representing grades 3-5 and one representing grades 6-8 and a liaison from the community who will facilitate the link with the community including referrals to local agencies and parental involvement.

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

The MTSS/RtI Leadership Team will meet regularly to address critical questions about student learning. The team will examine academic data to determine if students are demonstrating mastery of skills and monitor behavioral data to determine its impact on the learning environment. If students are progressing, the MTSS/RtI Leadership Team will examine what enrichments are being provided. If students are not progressing, the MTSS/RtI Leadership Team will examine the interventions in place and offer new strategies as needed. The MTSS/RtI Leadership Team will review benchmark assessment data and progress monitoring data and the implications for instruction including remediation and enrichment strategies for individual students. Based on a review of the data, the team will recommend professional development, assignment of human resources, and the acquisition of additional materials. The MTSS/RtI Leadership Team will maintain communication with staff for input and feedback, as well as updating them on procedures and 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?

The MTSS/RtI Leadership Team will examine and analyze data from baseline, Interim, and FCAT tests as well as behavioral data including attendance and suspension reports and SCAMS and share their findings at a Grade Chairpersons/Department Head meeting. The MTSS/RtI Leadership Team will also review the School Improvement Plan Reviews completed by the grade level teams and department teams. Based on the outcomes of these efforts, the MTSS Leadership Team will make recommendations in the development and implementation of the school improvement plan.

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.

An assessment calendar is distributed at the beginning of the school year that defines the dates for:

Baseline:
Assessments in reading, writing, mathematics, Civics and science;
Progress Monitoring and Reporting Network (PMRN)
Florida Assessments for Instruction in Reading (FAIR)
Florida Kindergarten Readiness Screener(FLKRS)
Monthly Benchmark Assessments and District Benchmark Assessments
Monthly Writing Prompts
SuccessMaker
Reading Plus
Strategic Online Learning Opportunities (SOLO)
Comprehensive English Language Learners Assessment (CELLA) for new ESOL Students
STAR Reading Renaissance

Midyear:
Florida Assessments for Instruction in Reading (FAIR)
District Interim Assessments and Benchmark Assessments
SuccessMaker
Reading Plus
Strategic Online Learning Opportunities (SOLO)
STAR Reading Renaissance

End of Year:
FAIR
FCAT
Benchmark Post Testing
CELLA
SuccessMaker
Reading Plus
SOLO
STAR Reading Renaissance

The MTSS/RtI Leadership Team will review the data from these assessment tools at its meetings and adjust the delivery of curriculum and instruction to meet the specific needs of students. The MTSS/RtI Leadership Team will also recommend any Professional Development that is needed based on the data.

Describe the plan to train staff on MTSS.

Members of the MTSS/RtI team who have completed the online RtI course will facilitate ongoing professional development in the beginning of the school year.In addition, members of the team will attend grade level/department meetings to ensure that everyone is familiar with the Multi-Tiered System of Support and Response to Intervention.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team will review the data from these assessment tools at its meetings and adjust the delivery of curriculum and instruction to meet the specific needs of students. The MTSS/RtI Leadership Team will also recommend any Professional Development that is needed based on the data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the Principal, Dr. Annette Weissman; Assistant Principals, Alissa Tapia and Julio Fong, the Reading Coach, Susan Fernandez; one language arts teacher representing grades 6-8, Johanna Morales; one reading teacher representing grades 3-5, Katherine Disla and Isahuri Cathey; one teacher representing grades K-2,Betty Abdallah and one bilingual representative, Darli Barbosa and the Media Specialist, Jenny Levinson.

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

The Literacy Leadership Team will convene monthly to analyze data, plan workshops, and support new initiatives. The members of the team will serve as liaisons to the respective grade levels sharing information and rationales for decisions, and modeling sound literacy instruction. Members will be responsible for building a culture of excellence in reading and focusing on all areas of literacy across the curriculum. They will use the Response to Intervention problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout the school.

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

The major initiatives for the 2012-2013 school year will be an expansion of the Figurative Writing Program ('Writing Right'), a concentration on sentence variety and grammar and the understanding of new requirements based on the Common Core Standards.

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.

NA

*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.

In grades 6-8, teachers of all curriculum areas will be provided professional development opportunities in content-based instructional reading strategies at the national, state, district, and school level. Literacy pedagogies of research-based, best practices through graphic organizers, concept mapping, response to reading, QAR, SQ3AR, KWL, reciprocal teaching, note taking, response to reading, and modeling through thinking aloud activities are the selected strategies to be introduced through professional development and to be modeled by the reading coach and mentor teachers to ensure the conscientious and explicit instruction of reading by all teachers.

*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?

NA

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?

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 28 % of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 1 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(322)	29% (333)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Reading, third grade students demonstrated a need for additional support in Reporting Category 2, Reading Application. Students need additional support in the determining Author's Purpose.	Teachers will use grade-level appropriate text that include identifiable author's purpose in a variety of venues including writing, telling a story, and conveying a particular mood. Teachers will use the iPads and computer labs for programs such as Riverdeep, Reading Plus and Florida Focus to increase student mastery.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Technology based programs Summative Assessment 2013 FCAT Reading 2.0
2	Based on the results of the 2012 FCAT Reading, fourth grade students demonstrated a need for additional support in Reporting Category 3 Literary Analysis. Students need additional support in the interpretation of story structure.	Teachers will model think aloud strategies to assist students in the comprehension and analysis of story structure to facilitate literal and inferential meaning. Teachers will use the iPads and computer labs For programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Technology based programs Summative Assessment 2013 FCAT Reading 2.0
	Based on the results of the 2012 FCAT Reading, fifth grade students demonstrated a need for additional support in Reporting Category 4 Informational Text/Research Process.	Teachers will intensify use of research-based instructional strategies of reciprocal teaching to increase students' abilities to critically analyze text and synthesize details to	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from	Formative Assessments: FAIR Benchmark Tests Interim Assessments Technology based programs

3	Students need additional support in locating, interpreting and organizing information.	assess, organize, synthesize and evaluate the validity and reliability of information in text. Teachers will use the iPads and computer labs For programs such as Riverdeep, Reading Plus and Florida Focus to build skills.		computer based programs and make appropriate modifications.	Summative Assessment 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 45% of students achieved proficiency at Level 4 and Level 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving above proficiency at Level 4 and Level 5 by 1 percentage point to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (520)	46% (529)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Reading, third grade students demonstrated a need for support in Reporting Category 4, Informational Text/Research Process. Students need additional support in locating and organizing information.	Teachers will use real-world documents and websites to teach students how to locate and interpret information. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0

		skills.			
2	Based on the results of the 2012 FCAT Reading, fourth grade students demonstrated a need for support in Reporting Category 4, Informational Text/Research Process. Students need additional support in locating and organizing information.	Teachers will use real-world documents and websites to teach students how to locate and interpret information. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0
3	Based on the results of the 2012 FCAT Reading, fifth grade students demonstrated a need for support in Reporting Category 3, Literary Analysis. Students need additional support in the interpretation of story structure.	Teachers will model think aloud strategies to assist students in the comprehension and analysis of story structure to facilitate literal and inferential meaning. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and made recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 80% of students in grades 4-8 demonstrated Learning Gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating learning gains by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

80% (650)	85% (691)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Reading, third grade students making Learning Gains demonstrated a need for support in Reporting Category 3, Literary Analysis Students will benefit from additional support in understanding descriptive and figurative language.	Teachers will implement the Question/Answer Relationships (QAR strategies) to increase student understanding of figurative and descriptive language. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0
2	Based on the results of the 2012 FCAT Reading, fourth grade students making Learning Gains demonstrated a need for support in Reporting Category 2, Literary Analysis. Students will benefit from additional support in determining the main idea.	Teachers will use graphic organizers to see how patterns support the main idea. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0
3	Based on the results of the 2012 FCAT Reading, fifth grade students making Learning Gains demonstrated a need for support in Reporting Category 2 Students will benefit from additional support in determining the main idea.	Teachers will use graphic organizers to see how patterns support the main idea. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 77% of students in grades 4-8 in the Lowest 25% demonstrated learning gains in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% who demonstrate learning gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (155)	82% (165)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Reading, third grade students in the Lowest 25% making learning gains demonstrated a need for support in Reporting Category 2, Reading Application. Students need to enhance their reasoning skills.	Teachers will provide opportunities to expand reasoning by implementing Question/Answer Relationships (QARS) strategies. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills. Teachers will provide small group support classes before, during and after school.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0
2	Based on the results of the 2012 FCAT Reading, fourth grade students in the Lowest 25% making learning gains demonstrated a need for support in Reporting Category 1, Vocabulary. Students will benefit from increased understanding of antonyms, synonyms, and homophones.	Teachers will expand use of concept maps to help students build their knowledge of word meanings and relationships and the study of antonyms and synonyms. Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills. Teachers will provide small group support classes before, during and after school.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will review reports from computer based programs and make appropriate modifications	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0
	Based on the results of the 2012 FCAT Reading, fifth grade students in the Lowest 25% making learning gains demonstrated a need for	Teachers will model using sentence and word context to determine meaning of a word.	Administrators Reading Coaches Literacy Leadership Team	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The LLT will	Formative Assessments: FAIR Benchmark Tests Interim Assessments

3	support in Reporting Category 1, Vocabulary. Students will benefit from increased understanding the various shades of word meanings.	Teachers will incorporate technology based programs such as Riverdeep, Reading Plus and Florida Focus to build skills. Teachers will provide small group support classes before, during and after school.		review reports from computer based programs and make appropriate modifications.	Summative Assessment 2013 FCAT Reading 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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:	Our goal from 2012-2013 is to maintain the level of performance for all subgroups by ethnicity.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80% Black:81% Hispanic:75% Asian:78% American Indian: N/A	White: 82% Black: 83% Hispanic:76% Asian:80% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal from 2012-2013 is to increase the percent of English Language Learners who demonstrate proficiency by 5 percentage points from 58% to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (110)	63% (120)

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 baseline data for 2012-2013 indicates that the students need additional support in Vocabulary. Students have limited English vocabulary. An expanded vocabulary will enable students to succeed in the other categories as well.	Teachers will expand use of word walls and picture word cards across the curriculum. Teachers will continue to use computer based programs before, during and after school to build vocabulary.	Administrators Reading Coaches Literacy Leadership Team	Class visits from administration and reading coaches. The LLT will review reports from computerized programs.	Formative Assessments: FAIR Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Reading 2.0

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:	Our goal from 2012-2013 is to maintain the level of performance for the Students with Disabilities subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (33)	51% (35)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal from 2012-2013 is to maintain the level of performance for the Economically Disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (411)	74% (417)

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Implementing QAR Strategies	K-8	Reading Coach	All core content teachers	August 29, 2012	Classroom Observation	Assistant Principal
Common Core Standards	K-8	Department Chairs	All core content teachers	August, October 2012, January 2013	Classroom Observations, Lesson Plans	Assistant Principal
Ipad Training	K-8	Computer Teacher	All core content teachers	August 31, 2012, September 7, 2012	Classroom Observations	Assistant Principal

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Exemplar Texts	Books to support CCSS Reading Plans	Principal's Discretionary Fund	$1,000.00
			Subtotal: $1,000.00
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
SmSmall Group Instruction	Before, during and after school support	EESAC	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $3,500.00

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:	Based on the 2012 CELLA Test results, a total of 487 students were tested in grades Kindergarten through 8th. Out of this group, 51% (228) of the students scored proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening / speaking:	

51% (228)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the CELLA Test, students demonstrated a need for more opportunities for presentations and group work.	Teachers will use cooperative, small learning groups to create reports/projects, panel discussions, debates and role playing opportunities. Teachers will utilize computer based programs such as Waterford, Imagine Learning, ELLIS, TeenBiz	Administrators Reading Coaches Literacy Leadership Team	The LLT will maintain logs to monitor observations of students' presentations to class or small groups. The LLT will review and analyze data generated from computer reports .	Formative Assessments: Teacher generated oral assessments Summative Assessment 2013 CELLA Test

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:	Based on the 2012 CELLA Test results, a total of 487 students were tested in grades Kindergarten through 8th. Out of this group, 37% students scored proficient in Reading.

2012 Current Percent of Students Proficient in reading:

. 37% (166)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the CELLA Test, students demonstrated a need for expanding basic vocabulary and literacy development given the various literacy backgrounds from different countries.	Teachers will vary the complexity of assignments using Differentiated Instruction through the use of Language Support Leveled Readers in small group mode. Graphic representations to facilitate understanding of grade level reading. Teachers will focus on the enrichment of daily vocabulary skills through systematic and consistent teaching strategies and computerized programs.	Administrators Reading Coaches Literacy Leadership Team	The LLT will review student performance on Leveled Reader evaluations and data generated from computer.	Formative Assessments Leveled Reader evaluation Benchmark Tests Interim Tests Summative Assessment 2013 CELLA Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	Based on the 2012 CELLA Test results, a total of 487 students were tested in grades Kindergarten through 8th.

CELLA Goal #3:	Out of this group, 38% students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:

38% (168)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the CELLA Test, students demonstrated a lack of understanding of English writing conventions and rules of grammar. Due to variations in cultural norms, students may have difficulty understanding the purpose of writing prompts.	Teachers will model writing techniques to demonstrate correct usage of conventions, mechanics and grammar across a variety of genres. Teachers will expose students to multi-cultural sharing and worldwide holiday activities.	Administrators Reading Coaches Literacy Leadership Team	The LLT will monitor growth on authentic writing products.	Formative Assessments Monthly Prompts Benchmark Tests Interim Tests Summative Assessment 2013 CELLA Test

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Small Group Instruction	Before, during and after school support	EESAC	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 28% of students of student achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by1 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (327)	29% (333)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, third grade students demonstrated a need for support in Reporting Category 3, Fractions. Students need support in visualizing fractions and equivalent fractions.	Teachers will expand the use of models/manipulatives to represent fractions and equivalent fractions Teachers will expand the use of the iPads and computer based programs before, after, and during school to enhance students' skills. Teachers will model the use of the online dictionary accessed through student portal.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review weekly assessments from Go Math and Florida Focus assessments and make recommendats to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the results of the 2012 FCAT 2.0 Mathematics, fourth grade students demonstrated a need for support in Reporting Category 3, Geometry and Measurement. Students need support in visualizing geometric concepts.	Teachers will provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by using virtual and real manipulatives and by providing opportunities for practice. Teachers will expand the use of the iPads and computer based programs before, after, and during school to enhance students' skills. Teachers will model the use of the online dictionary accessed through student portal.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review weekly assessments from Go Math and Florida Focus assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
	Based on the results of the 2012 FCAT 2.0 Mathematics, fifth grade	Teachers will extend the practice of solving equations by applying the	Administrators Elementary Mathematics	The MTSS/RtI team will review weekly assessments from Go	Formative Assessments: Benchmark Tests

3	students demonstrated a need for support in Reporting Category 3, Expressions, Equations and Statistics. Students need support in applying the order of operations to simplify expressions which include exponents and parentheses.	order of operations rules. Teachers will expand the use of the iPads and computer based programs before, after, and during school to enhance students' skills. Teachers will model the use of the online dictionary accessed through student portal.	Chairperson	Math and Florida Focus assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 50% of students achieved above proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain the number of students achieving above proficiency (Levels 4 and 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(571)	50%(575)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the results of the 2012 FCAT 2.0 Mathematics, third students demonstrated a need for support in	Teachers will provide students with opportunities to learn strategies to analyze and solve problems that are more	Administrators Elementary Mathematics Chairperson	The MTSS/RtI will review weekly assessments from Go Math and Florida Focus assessments and make recommendations to adjust instruction as	Formative Assessments: Benchmark Tests Interim Assessments

1	Reporting Category 1, Numbers: Operations, Problems and Statistics Students would benefit from expanded opportunities to solve non-routine problems	unique and challenging Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.		needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the results of the 2012 FCAT 2.0 Mathematics, fourth grade students demonstrated a need for support in Reporting Category 1, Numbers: Operations, Problems and Statistics. Students would benefit from expanded opportunities to solve real world problems.	Teachers will provide students with increased opportunities to use adding and subtracting fractions, decimals and percents in real-world scenarios. Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review weekly assessments from Go Math and Florida Focus assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, fifth grade students demonstrated a need for support in Reporting Category 3, Geometry and Measurement, Students would benefit from expanded exposure to problem solving requiring attention to approximations and precision in measurement.	Teachers will provide students with increased opportunities to apply skills to solving problems that require the use of geometric knowledge and spatial reasoning. Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review weekly assessments from Go Math and Florida Focus assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
	The results of the 2012 FCAT 2.0 Mathematics Assessment

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	indicate that 78 % of students in grades 4-5 made Learning Gains in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(633)	83% (674)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, third grade students making learning gains demonstrated a need for support in Reporting Category 2, Fractions. Students would benefit from hands-on experiences with fractions.	Teachers will expand the use of models/manipulatives to represent fractions and equivalent fractions Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.	Administrators Elementary Mathematics Chairpersons	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the results of the 2012 FCAT 2.0 Mathematics, fourth grade students making learning gains demonstrated a need for support in Reporting Category 3, Geometry. Students would benefit from increased hands-on experiences with geometric concepts.	Teachers will provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to increase understanding perimeter, area, volume and surface area. These activities will include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Teachers will use manipulatives to increase understanding. Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.	Administrators Elementary Mathematics Chairpersons	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, fifth grade students making learning gains demonstrated a need for support in Reporting Category 2, Expressions. Students would benefit from strategies to verify the reasonableness of equations and their solutions.	Teachers will provide students with opportunities to verify results of their solutions in problem solving situations. Teachers will expand the use of iPads and computer based programs before, after, and during school to enhance students' skills.	Administrators Elementary Mathematics Chairpersons	The MTSS/RTI tea, will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 68% of students in the Lowest 25% made learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(126)	73% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, third grade students making learning gains demonstrated a need for support in Reporting Category 1, Operations. Students would benefit from increased practice in the basics of multiplication, division and fractions.	Teachers will engage students in activities using technology such as Gizmos, Florida Focus and Riverdeep that include visual stimulus to develop conceptual understanding of numbers. Teachers will utilize online dictionary accessed through student portal. Teachers will provide before, after and during school small group instruction.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
	Based on the results of the 2012 FCAT 2.0 Mathematics, fourth grade students making	Teachers will engage students in activities using technology such as Gizmos, Florida Focus and	Administrators Elementary Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to	Formative Assessments: Benchmark Tests Interim

2	learning gains demonstrated a need for support in Reporting Category 3, Geometry and Measurements. Students would benefit from increased practice in activities that promote the use of geometric knowledge to compute perimeter, area, volume.	Riverdeep that include visual stimulus to increase understanding of geometric concepts. Teachers will utilize online dictionary accessed through student portal. Teachers will provide before, after and during school small group instruction.		adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, fifth grade students making learning gains demonstrated a need for support in Reporting Category 2, Expressions. Students would benefit from opportunities to use patterns, models, and relationship for writing and solving simple equations.	Teachers will engage students in activities using technology such as Gizmos, Florida Focus and Riverdeep that include visual stimulus to develop better understanding of solving equations. Teachers will utilize online dictionary accessed through student portal. Teachers will provide before, after and during school small group instruction.	Administrators Elementary Mathematics Chairperson	The MTSS/RtI will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in the Black subgroup from 65% to 83%. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in the Asian subgroup from 78% to 81%. Our goal for the 2012-2013 school year is to maintain the percent of students demonstrating proficiency in the White and Hispanic Subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:84% Black:65% Hispanic:78% Asian:78% American Indian: N/A	White:85% Black:83% Hispanic:81% Asian:88% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the baseline data for 2012, the students in both the Black and Asian subgroups need additional Category two. Students in the Black and Asian subgroups would benefit from additional support in working with fractions.	Teachers will expand the use of manipulatives in teaching fractions. Teachers will use online tools to reinforce lessons on fractions.	Administrators Mathematics Chairpersons	Classroom observations by administrators. Tehe MTSS/RtI will review reports from computer based programs and make appropriate modifications	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

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:	Our goal for the 2012-2013 school year is to maintain the percentage of demonstrating proficiency in the English Language Learners (ELL) subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(133)	71% (135)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for the 2012-2013 school year is to maintain the percentage of demonstrating proficiency in the Students with Disabilities subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (40)	62% (42)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making	

satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to maintain the percentage of demonstrating proficiency in the Economically Disadvantaged subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (427)	76% (438)

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 25% of students in grades 6-8 achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (327)	29% (333)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, sixth grade students demonstrated a need for support in Reporting Category 3, Geometry and Measurement. Students will benefit from increased experiences with non-traditional units of measurement.	Teachers will engage students in Hands-on activities to explore area and volume using non-traditional units of measurement. Teachers will provide opportunities to compare, contrast, and converts units of measurement between different systems. Teachers will use iPads to access programs such as Gizmos and Florida Focus that include visual stimulus to develop geometric concepts.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
	Based on the results of	Teachers will use	Administrators	The MTSS/RtI team will	Formative

2	the 2012 FCAT 2.0 Mathematics, seventh grade students demonstrated a need for support in Reporting Category1, Numbers and Operations. Students will benefit from increased experiences with adding, subtracting, multiplying integers and fractions.	manipulatives and real world scenarios to develop meanings for integers and related vocabulary. Teachers will use iPads to access programs such as Gizmos and Florida Focus that include visual stimulus to develop geometric concepts.	Middle School Mathematics Chairperson	review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, eighth grade students demonstrated a need for support in Reporting Category 3, Geometry and Measurement. Students will benefit from increased experiences with similar triangles.	Teachers will provide students with opportunities to use similar triangles to solve problems that include height and distances. Teachers will use iPads to access programs such as Gizmos and Florida Focus that include visual stimulus to develop geometric concepts	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 26% of students in grades 6-8 achieved above proficiency (Levels 4 and 5) Our goal for the 2012-2013 school year is to increase the percentage of students achieving above proficiency (Level 4 and 5) by 5 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(571)	50% (575)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, sixth grade students demonstrated a need for support in Reporting Category 1, Fractions. Students will benefit from the opportunity to complete more rigorous mathematical problems.	Teachers will provide students with increased opportunities to solve more challenging problems using fractions. Teachers will use technology to access programs such as Gizmos and Florida Focus that provide exposure to more challenging mathematical concepts.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the results of the 2012 FCAT 2.0 Mathematics, seventh grade students demonstrated a need for support in Reporting Category 2, Ratios. Students will benefit from increased exposure to exponential operations.	Teachers will provide increased opportunities for students to work with fractions and perform exponential operations. Teachers will use technology to access programs such as Gizmos and Florida Focus that provide exposure to more challenging mathematical concepts.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, eighth grade students demonstrated a need for support in Reporting Category 2, Expressions. Students will benefit from increased exposure to mathematical expressions that include square roots.	Teachers will provide students with additional opportunities to make reasonable approximations of square roots and mathematical expressions that include square roots. Teachers will use technology to access programs such as Gizmos and Florida Focus that provide exposure to more challenging mathematical concepts.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 78 % of students in grades 6-8 made Learning Gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making Learning Gains in mathematics by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(633)	83% (674)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, sixth grade students making learning gains demonstrated a need for support in Reporting Category 1, Numbers and Operations. Students will benefit from increased opportunities to solve real-world problems using fractions and decimals.	Teachers will provide students with real-world problems that require manipulating fractions and decimals. Teachers will use technology to access programs such as Gizmos and Florida Focus that provide exposure to more challenging mathematical concepts. Teachers will provide before, after and during school small group instruction.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the results of the 2012 FCAT 2.0 Mathematics, seventh grade students making learning gains demonstrated a need for support in Reporting Category 1, Numbers and operations. Students will benefit from increased experiences with solving real-world Problems.	Teachers will provide opportunities for students to add, subtract, multiply and divide integers, and fractions, and decimals including solving problems in everyday contexts. Teachers will use technology such as Gizmos and Florida Focus that include visual stimulus to reinforce basic number concepts.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, eighth grade students making learning gains demonstrated a need for support in Reporting Category 1, Numbers and operations. Students will benefit from solving real-world	Teachers will use real word mathematics examples to introduce expressions of rational numbers including exponents. Teachers will use technology such as Gizmos and Florida Focus that include visual	Administrators Middle School Mathematics Chairperson	The MTSS/RtI will review monthly assessments and made recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

	problems.	stimulus to reinforce basic number concepts.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 65 % of students in grades 6-8 in the Lowest 25% made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making Learning Gains by 2 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (126)	73% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Mathematics, sixth grade students in the Lowest 25% making learning gains demonstrated a need for support in Reporting Category 1, Numbers and operations. Students will benefit from increased opportunities to visualize basic	Teachers will provide opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Teachers will use visual models to explain multiplication and division of fractions. Teachers will use technology such as Gizmos and Florida Focus	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

	operations.	that include visual stimulus to reinforce basic number concepts. Teachers will provide before, after and during school small group instruction.			
2	Based on the results of the 2012 FCAT 2.0 Mathematics, seventh grade students in the Lowest 25% making learning gains demonstrated a need for support in Reporting Category 1, Numbers and operations. Students will benefit from a deeper understanding of mathematical vocabulary.	Teachers will use manipulatives and real world scenarios to develop meanings of mathematical terms. Teachers will use technology such as Gizmos and Florida Focus that include visual stimulus to reinforce basic number concepts. Teachers will provide before, after and during school small group instruction	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
3	Based on the results of the 2012 FCAT 2.0 Mathematics, eighth grade students in the Lowest 25% making learning gains demonstrated a need for support in Reporting Category 1, Numbers and operations. Students will benefit from a deeper understanding of mathematical vocabulary.	4a.3 Teachers will use manipulatives and real world scenarios to develop meanings of mathematical terms. Teachers will use technology such as Gizmos and Florida Focus that include visual stimulus to reinforce basic number concepts. Teachers will provide before, after and during school small group instruction.	Administrators Middle School Mathematics Chairperson	The MTSS/RtI team will review monthly assessments and make recommendations to adjust instruction as needed. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

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 # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in the Black subgroup from 65% to 83%. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating proficiency in the Asian subgroup from 78% to 81%. Our goal for the 2012-2013 school year is to maintain the percent of students demonstrating proficiency in the White and Hispanic Subgroups.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White:84% Black:65% Hispanic:78% Asian:78% American Indian: N/A	White:85% Black:83% Hispanic:81% Asian:88% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the baseline data for 2012, the students in both the Black and Asian subgroups need additional Category two. Students in the Black and Asian subgroups would benefit from additional support in working with fractions.	Teachers will expand the use of manipulatives in teaching fractions. Teachers will use online tools to reinforce lessons on fractions.	Administrators Mathematics Chairpersons	Classroom observations by administration. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0
2	Based on the baseline data for 2012, the students in both the Black and Asian subgroups need additional Category two. Students in the Black and Asian subgroups would benefit from additional support in working with fractions.	Teachers will expand the use of manipulatives in teaching fractions. Teachers will use online tools to reinforce lessons on fractions.	Administrators Mathematics Chairpersons	Classroom observations by administration. The MTSS/RtI team will review reports from computer based programs and make appropriate modifications.	Formative Assessments: Benchmark Tests Interim Assessments Summative Assessment 2013 FCAT Mathematics 2.0

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:	Our goal for the 2012-2013 school year is to maintain the percentage of demonstrating proficiency in the English Language Learners (ELL) subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70& (133)	71% (135)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making	Our goal for the 2012-2013 school year is to maintain the

satisfactory progress in mathematics. Mathematics Goal #5D:	percentage of demonstrating proficiency in the Students with Disabilities subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(40)	62% (42)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is to maintain the percentage of demonstrating proficiency in the Economically Disadvantaged subgroup on the 2013 FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (427)	78% (438)

Problem-Solving Process to Increase Student Achievement

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

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 End-of-Course Assessment indicate that 0% of students scored at Level 3. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring at Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Algebra End-of-Course Assessment, students demonstrated a need for support in Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students will benefit from further instruction in solving real-world problems involving relations and functions.	Teacher will provide additional Individualized instruction to students in before and after school support groups.	Administrators Math Department Chair MTSS/RtL Team	The MTSS/RtI team will review the results of assessments and make recommendations to modify instruction as needed.	Formative Assessments District Interim Assessments Teacher generated assessments Summative Results 2013 Algebra EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra End-of-Course Assessment indicate that 100% of students achieved proficiency at Level 5. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency at Level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (24)	100% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Algebra End-of-Course Assessment, students demonstrated a need for support in Reporting Category 3, Rationals, Radicals, Quadratics, and Discrete Mathematics. Students will benefit from further instruction in solving real-world problems involving relations and functions.	Teacher will provide students with more practice in solving real-world problems involving relations and functions during before and after school support groups	Administrators Math Department Chair	The MTSS/RtI team will review the results of assessments and make recommendations to modify instruction as needed.	Formative Assessments District Interim Assessments Teacher generated assessments Summative Results 2013 Algebra EOC Assessment

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:	The results of the 2012 Geometry End-of-Course Assessment indicate that 0% of students scored in the middle third. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency in the middle third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Geometry End-of-Course Assessment, 100 % (12) of the students scored in the upper third (Levels 3-5). Students will benefit from further instruction in solving real-world problems involving relations and functions.	Teacher will provide additional individualized instruction to students in before and after school support groups.	Administrators Math Department Chair MTSS/RtI	The MTSS/RtI team will review the results of assessments and make recommendations to modify instruction as needed.	Formative Assessments District Interim Assessments Teacher generated assessments Summative Results 2013 Geometry EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry End-of-Course Assessment indicate that 100% of students achieved proficiency at Level 4 and Level 5. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency at Level 4 and Level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (12)	100% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Geometry End-of-Course Assessment, students demonstrated a need for support in Reporting Category 2 Three-Dimensional Geometry.	Teacher will provide students with opportunities to visualize and draw cross-sections of the structures and of a range of geometric solids on an individualized basis in	Administrators Math Department Chair MTSS/RtI	The MTSS/RtI team will review the results of assessments and make recommendations to modify instruction as needed.	Formative Assessments District Interim Assessments Teacher generated assessments Summative

	Students will benefit from further instruction in solving real-world problems involving relations and functions.	before and after school support groups.			Results 2013 Geometry EOC Assessment

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
Teachers will take advantage of District offered classes as they become available throughout the school year.	K- 8/Math	District Personnel	School-wide	September 24 – Gizmo on Campus	Report back to team after participating in a professional development course	Administration
Ipad Training	K-8	Computer Teacher	All math teachers	August 29,2012 September 7, 2012	Classroom Observations	Administration
Gizmos	3-8/Math	Gizmo Representative	Grades 3-8 teachers of math	Grades 3-8 teachers of math	Evidence in Lesson Plans; Classroom observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Small Group Instruction after school	Florida Ready	EESAC	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $2,500.00

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 Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 38% of student in grades 5 and grades 8 achieved proficiency at Level in Science. The results of the 2012 FCAT 2.0 Science Assessment indicate that 35% of the fifth graders demonstrated proficiency at Level 3. The results of the 2012 FCAT 2.0 Science Assessment indicate that 41% of the eighth graders demonstrated proficiency at Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency at Level 3 by 3 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (139)	41% (148)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Science Test, fifth grade students demonstrated a need for a greater understanding and more experiences with hands-on inquiry-based learning in the following categories: Nature Science ; Physical Science and Life Science based on stagnancy in these areas. Based on the results of the 2012 FCAT 2.0 Science Test, eighth grade students demonstrated a need for a greater reinforcement of benchmarks covered in 6th and 7th grades starting at the beginning of the school year.	Teachers will provide additional experiences with hands-on-inquiry in all categories during the school day. Teachers will provide students with hands-on inquiry-based labs bimonthly. Weekly/bi-weekly Gizmo Labs. Unit resources and Science Camp. Teachers will assign computer lab time to provide students the opportunity to review benchmarks with Florida Focus and FCAT Explorer.	Principal Assistant Principal Science Department Chair MTSS/RtI Team	The MTSS/RtI team will monitor student progress by site generated assessments and lab reports. PSell and additional online Assessments. NSTA/ probes. Florida Focus/Achieve Online Assessments. The MTSS/RtI teamwill monitor student progress using the FCAT Explorer and Florida Focus benchmark reports.	Formative Assessments: Benchmark Tests Implement Florida Focus Assessments Summative Assessment: FCAT Science 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	N/A

Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 27 % of students in grades 5 and grades 8 achieved proficiency at Level 4 and Level 5 in Science. The results of the 2012 FCAT 2.0 Science Assessment indicate that 29% of the fifth graders demonstrated proficiency at Level 4 and 5. The results of the 2012 FCAT 2.0 Science Assessment indicate that 24% of the eighth graders demonstrated proficiency at Level 4 and Level 5. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency at Level 4 and 5 by 1 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (97)	28% (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	Based on the results of the 2012 FCAT 2.0 Science Test, fifth grade students demonstrated a need for more support in both Category 2, Earth and Space Science, and Category 3 Physical Science. Based on the results of the 2012 FCAT 2.0 Science Test, eighth grade students demonstrated a need for more support in Category 2, Earth and Space Category.	Fifth and Eighth grade teachers will provide activities for students to design and develop science projects to increase scientific things and the development of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design in Physical Science and Earth and Space Science. Teachers will encourage students to participate in SECME	Principal Assistant Principal MTSS/RtI Team	The MTSS/RtI team will monitor student progress by site generated assessments and lab reports, PSell and additional online Assessments. NSTA/ probes. Florida Focus/Achieve Online Assessments.	Formative Assessments: Interim Tests Benchmark Tests Summative Assessment: FCAT Science 2013

		activities. Teachers will provide students with hands-on inquiry-based labs bimonthly. Weekly/bi-weekly Gizmo Labs. Unit resources and Science Camp.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	3-8/Science	Department Chairs	All science teachers grades 3 -8	September 12, 2012	Administrators will conduct classroom observations during science class	Assistant Principals
iCPalm Training	K-8	Science Department	Science Department	Science Department	Teacher Surveys	Assistant Principals
Enhancing the Science Fair Project Process	3-8 Science	Science Department Chairperson	All science teachers grades 3 -8	October 5, 2012 during common planning time	Science Fair Chairperson will monitor timelines and products and teachers will share best practices at weekly grade level meetings	Assistant Principals

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Camp and SECME	Payment to teachers providing before and after school science activities	EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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 results of the 2012 FCAT 2.0 Writing Assessment indicate that 87% of the students in grades 4 and grades 8 demonstrated mastery by scoring 3.0 or above. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating mastery at 3 .0 by 1 percentage point to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (313)	88% (318)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT 2.0 Writing Assessment, students' essays do not reflect the use of varied sentence structure and the correct usage of mechanics, punctuation, and spelling.	Teachers will strengthen explicit writing instruction to build students' mastery of grammar, usage, and sentence variety in language arts and content area classes through the use of the rigorous writing planner in which specific syntax and conventions are addressed daily. Differentiated small group instruction will be	Administrators Literacy Leadership Team	The administrators and Literacy Team members will analyze monthly writing prompts according to the FCAT 2012 holistic writing rubric with attentive consideration of the specificity of structural sentence analysis and responsiveness to conventions for the conveying of relevancy of meaning.	Formative Assessments; School wide pre-planned monthly writing prompts graded through the 2012 FCAT 2.0 writing rubric. Summative Assessment: FCAT 2.0 Writing 2013

		used to address students' precise areas of needed improvement for goal attainment.			

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Grammar instruction and sentence variety	Writing	Reading Coach	School-wide	November 12, 2012	Student generated products	Assistant Principals
Effective Scoring and Instruction	Writing	Pauline Ward	Grade 4	September 17, 2012	Classroom observations by reading coach	Assistant Principals
Rubric and Calibration Papers	Reading/ Writing	Reading Coach	Grades 4 and 8	September 20, 2012	Review scores of student products	Assistant Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improving Grammar and Sentence Structure	Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop	Principal's Discretionary Fund	$222.00
			Subtotal: $222.00
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: $222.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 Baseline Civics Assessment indicate that 100% of the students in grades 7 are non-proficient in Civics. Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating mastery by 10 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the implementation of a Civics curriculum at our school, there is a need to expand content related vocabulary and strengthen comprehension skills.	Teachers will utilize District –published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Teachers will build vocabulary by maintaining words walls and vocabulary journals.	Administration	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus. The MTSS?RtI team will review the data.	Formative Assessments Monthly assessments Chapter/Unit assessments Interim Assessments Summative Assessment EOC 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	The results of the 2012 Baseline Civics Assessment indicate that 100% of the students in grades 7 are non-proficient in

Civics Goal #2:	Civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the implementation of a Civics curriculum at our school, there is a need to provide students with real world experiences.	Teachers will provide students with opportunities to participate in real word activities including attending local commission meetings, speaking with local and district commissioners, and running a student court.	Administration Literacy Leadership Team	The LLT will review student reflections recorded in Civic Summary Journals weekly. Students will reflect on various activities in which they participate or study.	Formative Assessments Monthly assessments Chapter/Unit assessments Interim Assessments Summative Assessment EOC 2013

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
Participate in District Courses	7/Civics	District Department	7th Grade Civics Teachers	Sept. 20, 2012 Sept. 25, 2012 Nov. 6, 2012	Teacher Lesson Plans	Assistant Principal

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate for 2012 was 95.02. We expect to raise that to 95.52 for the 2013 school year. The current number of students with excessive absences for 2012 was 634. We expect to reduce that number to 602 for the 2013 school year. The current number of students with excessive tardies was 443 for 2012. We expect to reduce that to 421 for the 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.02% (1,824)	95.52% (1,834)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
634	602
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
443	421

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Increase parent awareness of the MDCPS attendance policies and official holidays to reduce absences.	Inform parents in writing of the learning that is missed when their children have excessive absences. When necessary, schedule meeting s with the parents to reduce absences. Continue PTSA funded classroom incentive	Assistant Principal Counselor Attendance Committee	Biweekly Attendance Review Committee (ARC) Meetings will monitor absences and daily attendance reports.	District report of student attendance. COGNOS

		rewards program to encourage 100% attendance.			
3	Dual start times (K-1 at 8:15am and grades 2-8 at 8:35am) have resulted in excessive K-1 tardies.	Reward students with 0-2 tardies with special events such as field trips. Identify students who exhibit a pattern of tardies and refer to MTSS/RTL team for intervention services.	Assistant Principal Counselor Attendance Committee	Biweekly Attendance Review Committee (ARC) Meetings will monitor absences and daily attendance reports.	District report of student attendance. COGNOS

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	Student Services	Counselor	All counselors and attendance staff	September 24, 2012	Develop a truancy prevention program during the RD. Assistant Principal will monitor the implementation of the program	Assistant Principal Counselor
PD by Alliance for a Healthier Generation	PE Department	Staff from Alliance for Healthier Generation	PE Teachers; Members of the Wellness Council	October 11, 2012	Monitor implementation of policy and systems recommended by the Alliance for Healthier Generation	Administration Wellness Council

Attendance Budget:

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

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:	The total number of In-School suspensions for 2011-12 was 0. We expect to maintain that level for the 2012-13 school year. The total number of students assigned to in-school suspension for 2011-12 was 0. We expect to maintain that level for the 2012-13 school year. The total number of out-of-school suspensions for 2011-12 was 40. We expect to reduce the number of out-of-school suspensions to 36 for the 2012-13 school year. The total number of students assigned to out-of-school suspension for 2011-12 was 31. We expect to reduce the number of students assigned out-of-school suspensions to 28 for 2012-13 school year.
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
40	36
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31	28

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 total number of indoor and outdoor suspensions (increased/decreased) from incidents during the 2010-2011 school year to during the 2011-2012 school year, an (increase/decrease) of incidents. Students need additional support and	Counselors and administration will make presentations to all students regarding Student Code of Conduct and school expectations for student behavior at school. Counselors will review the Alternative to Suspension Program	Principal Assistant Principal Counselors	Administration and members of the attendance committee will conduct quarterly reviews of number/nature of suspensions.	District report on number of suspensions

	information to understand the consequences for inappropriate behavior.	with students.			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-8	Administrator	School-wide	August 16, 2012	Monitor SPOT success monthly	Leadership Team.

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	NSE-SIIB K-8 created a parent survey based on the Very Involved Parent model and increased the number of parents who attended 3 or more school events to 12% (253). Our goal is to increase the number of families who meet the criteria by 4% (16%) to 288 families during the 2012-2013 school year.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
12%(253 families)	16% (288 families)

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	Increase efforts to reach out to all parents on a personal level, not just through emails, Connect Ed messages and newsletters.	Work with PTSA to train and empower room parents to involve and inform more parents about the numerous school-wide activities. Encourage teachers to publicize events on their websites, in student agendas and through classroom discussions,	Principal Assistant Principals Counselors	Counselors and Assistant Principal will review attendance logs /sign in sheets following school events to examine patterns of attendance and non-participation.	Completed site based survey on parent participation,

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD to review PTA National Standards for Family-School Partnerships	K-8	PTA Officer	School-wide	August 16, 2012	will monitor implementation of ideas presented in PD	Counselor Assistant Principal

Parent Involvement Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	During the 2011-2012 school our school enrolled 11 seventh graders and 13 eighth graders in Algebra, and 12 eighth graders in Geometry and 21 students in Earth Space Science. Our goal for the 2012-2013 school year is to maintain the same percent of student enrollment in the STEM classes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are concerned about the challenge of a dual curriculum on grade level benchmarks and advanced STEM class benchmarks.	Counselors and teachers will inform parents and students of opportunities to participate in upper level STEM courses at both the Middle School Parent Orientation and the Middle School Student Orientation. Teachers will articulate with math and science teachers at the high school	Administrators Counselors	Counselors and administrators will meet with students and parents who are selected for the STEM classes to address any concerns.	Student enrollment and successful completion of courses.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Leader Dialogue	6-8/Math and Science	Ava Rosales	8th Grade Science	Sept. 28, 2012	Presentation at Science/Math Department Meeting	Assistant Principal
Dream In Green	6-8/Science	District Presenter	7th Grade Science	Sept. 17, 2012	Organizational Meeting and presentation to faculty	Assistant Principal

Elementary Science	5/Science	Dr. Lightburn	5th Grade Science	Oct. 16, 2012	Presentation to fifth grade team	Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to meet with the feeder pattern high school to discuss articulation related to Career and Technical Education.

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	Increase articulation between feeder pattern schools related to Career and Technical Education.	8th Grade counselors will meet each semester with representatives from our feeder pattern high school to discuss articulation related to Career and Technical Education.	Assistant Principal	The counselors will meet with the administrative team and report on their meetings with the representatives from the feeder pattern high school. Any adjustments to curriculum/class offerings will be made based on these meetings.	Report for articulation meetings between our K-8 and the feeder pattern high school.

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
Leadership Conference	6-8	V.Dawkins	Counselors	October 2, 2012	Presenting to Middle School Teachers	Assistant Principal

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

NA Goal:

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						

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 NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Exemplar Texts	Books to support CCSS Reading Plans	Principal's Discretionary Fund	$1,000.00
Writing	Improving Grammar and Sentence Structure	Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop	Principal's Discretionary Fund	$222.00
				Subtotal: $1,222.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SmSmall Group Instruction	Before, during and after school support	EESAC	$2,500.00
CELLA	Small Group Instruction	Before, during and after school support	EESAC	$2,500.00
Mathematics	Small Group Instruction after school	Florida Ready	EESAC	$2,500.00
Science	Science Camp and SECME	Payment to teachers providing before and after school science activities	EESAC	$1,000.00
				Subtotal: $8,500.00
				Grand Total: $9,722.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

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
The SAC Funds will be used to support school-wide tutoring programs and to purchase the materials needed for those programs.	$8,500.00

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

The SAC will continue to monitor, review and revise the School Improvement Plan, analyze data from baseline, midyear, interim and FCAT assessments, review the budget, monitor the status of technology at the school, and track the academic opportunities offered to the students.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District SUNNY ISLES BEACH COMMUNITY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	90%	94%	68%	337	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	68%	79%			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?	65% (YES)	81% (YES)			146	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					630	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SUNNY ISLES BEACH COMMUNITY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	95%	61%	331	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	77%	67%			144	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?	75% (YES)	64% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested