FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ADVANCED LEARNING CHARTER SCHOOL

District Name: Dade

Principal: Albert Perez

SAC Chair: Jenny Maya-Munne

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carlos Gonzalez	BS Secondary Science	4	4	'12 '11 '10 '09 '08 School Grade A, A, N/A AYP N/A, N, N/A High Standards Rdg. 47%, 58%, 56% High Standards Math 63%, 62%, 53% Lrng Gains Rd. 80%, 64%, 50% Lrng Gains-Math 83%, 82%, 31% Gains-Rdg- 78%, 67%, 50% Gains-Math- 89%, 87%, 31%
Principal	Vanessa Sanguily	BS Elementary Ed MS Ed Leadership	3	2	'12 '11 '10 '09 '08 School Grade A, A, N/A AYP N/A, N, N/A High Standards Rdg. 47%, 58%, 56% High Standards Math 63%, 62%, 53% Lrng Gains Rd. 80%, 64%, 50% Lrng Gains-Math 83%, 82%, 31% Gains-Rdg- 78%, 67%, 50% Gains-Math- 89%, 87%, 31%

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	Vanessa Sanguily	BA Education	2	2	'12 '11 '10 '09 '08 School Grade A, A, N/A AYP N/A, N, N/A High Standards Rdg. 47%, 58%, 56% High Standards Math 63%, 62%, 53% Lrng Gains Rd. 80%, 64%, 50% Lrng Gains-Math 83%, 82%, 31% Gains-Rdg- 78%, 67%, 50% Gains-Math- 89%, 87%, 31%

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.Partnering new teachers with experienced teachers.	Director	June 7, 2013	
2	2. Partnering all teachers with retired administrators and teachers.	Director	June 7, 2013	
3	3. Partnership with college of education local colleges and universities for professional development.	Director	June 7, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Individual development plan created to focus on non-highly effective categories.

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
24	0.0%(0)	91.7%(22)	8.3%(2)	0.0%(0)	16.7%(4)	100.0%(24)	8.3%(2)	0.0%(0)	87.5%(21)

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

		Jessica Medrano will be teaching within the math/science department for the first time, while Carlos Gonzalez has ten years of math/science experience.	*Weekly team planning *Nine week mapping *Data interpretation workshops
Carlos Gonzalez	Jessica medrano		
Emilio Fox	First year teachers	Education director will oversee the first year teacher programs.	*SSS workshops *Curriculum mapping workshops *Management workshops *Data interpretation workshops

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

Advanced Learning Charter School provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The school coordinates with staff development needs as well as ensures support services are provided to students. Curriculum Coaches at ALCS develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, they identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students as applicable.

Title I, Part C- Migrant

n/a

Title I, Part D

N/A

Title II

N/A

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-5)
• parent outreach activities (K-5)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring ESOL and content area teachers(K-5)
• reading and supplementary instructional materials(K-5)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and

transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

1) Advanced Learning Charter School adheres to and implements the nutrition requirements stated in the Sponsor's Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after-school care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Sponsor's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Advanced Learning Charter School holds an annual Multicultural Career Day that invites professionals from our community to share with our students the education and skills necessary to be successful in their careers.

Job Training

N/A

Other

Other: Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> Director, Lead Reading/Writing Teacher, Lead Math Teacher, Lead Science Teacher, ESE Teachers

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?

> 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 team will meet weekly to gather and organize all of the data with an effort to determine the needs of the students and school.
> *Director: Ensure that proper support, professional development, and communication is available to the MTSS team. Provide supervision ensuring the proper implementation of the RtI team operations.
> *Highly Effective Teachers: Collect data, provide instruction and communicate with staff regarding MTSS team operations. Implement operations for K-5
> *ESE Teachers: Collect data, provide instruction and communicate with staff regarding MTSS team operations. Implement operations for all ESE students.
> The MTSS team will meet weekly to gather and organize all of the data with an effort to determine the needs of the students and school. The team will determine a school-wide plan to provide assistance to all students meeting expectations, exceeding expectations, and not reaching expectations.

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 team will meet with the principal and the SAC leader to discuss and prepare all of the required sections of the SIP. The team will determine standard based instructional practices with technology bases assessment tools, the approach needed to reach the school's goal by utilizing the data collected and evaluated. Data will be continuously gathered and evaluated, strategic approaches will be adjusted accordingly.

┌─ 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.

> Reading: FAIR testing/FCAT/Interim/ IOWA/Voyager/SOAR to success/PMRN/Edusoft/Success Maker
> Math: FCAT/Interim/Voyager/Edusoft/Success Maker
> Science :Interim/FCAT/Edusoft
> Writing: FCAT/Edusoft
> Behavior: Detentions/Suspensions/Attendance/Frequency Chart/Student-at-Risk Profile

Describe the plan to train staff on MTSS.

> MTSS leadership team will participate in train the trainer. This will provide training opportunities for staff. Continuous professional development will be used throughout teacher work days and weekends.

Describe the plan to support MTSS.

> The school leadership team will schedule bi-quarterly meetings with staff/teachers in order to review MTSS data and progress. An MTSS Specialist position has been added to the staff in order to provide more frequent support and resources throughout the process. An MTSS resource binder has been created and distributed to each teacher in order to organize data and organize planning.

Literacy Leadership Team (LLT)

┌─ School-Based Literacy Leadership Team ─────────────────────────

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

> Carlos Gonzalez (Director), Henjorie Dupont (2nd Grade Lead Teacher), Natalie Diaz (3rd Grade Lead Teacher), Jennifer Cardenas (4th Grade Lead Teacher), Stephanie Miranda (5th Grade Lead Teacher), Vanessa Sanguily (Reading Coach), Emilio Fox (Educational Consultant)

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which meets once a month.
The principal will promote the MTSS as an integral part of the school literacy reform to promote a culture of reading by:
• including representation from all curricular areas on the MTSS
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school wide organizational model that supports literacy instruction
encouraging the use of data to improve teaching and student achievement in all classes

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

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

• participating in the Data Analysis Team meetings after each FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
• monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Advanced Learning Charter School will continue to harbor relationships with local VPK programs by developing parent liaison committees and informational orientations regularly. ALCS will participate in the College Bound Parents program: a program that provides information and assistance to incoming kindergarten parents throughout their K-12 years. Advanced Learning Charter School will assess the incoming Kindergarten students using the FLKRS test as a baseline assessment as well as the CELLA test for the ELL students. Incoming students' social and emotional development will be assessed through the use of ECHOS. Data will be used to plan instruction and determine the need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Throughout the year the students' progression will be continually monitored through our FAIR testing.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1a: The results of the 2011-2012 FCAT Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(48)	32%(56)

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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was reporting Category II, Reading Application. Students need support with identifying author's purpose in text and how author's perspective influences text, main idea, relevant supporting details, strongly implied message, inference chronological order, cause and effect relationships, identifying text structure and explaining how it impacts meaning in text, identifying themes or topics across a variety of fiction or nonfiction texts, and comparing/contrasting elements within text and across text.	1a.1. Student will use grade-level appropriate texts that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and themes within text.	1a.1. Administrators, Reading Coach, and LLT	1a.1. Following the FCM model, the Reading Coach and teachers will make ongoing classroom assessments focusing on students' knowledge of text structure and themes. SuccessMaker evaluative procedures and data.	1a.1. Formative: Classroom assessments, State & District Assessment tools, and SuccessMaker assessment tools. Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Reading Goal #1b: The results of the 2012 FAA Reading Test indicate that 0% of students achieved levels 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is to maintain levels 4-6 proficiency at 0%.
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	1b.1. . The area of deficiency as noted on the 2012 administration of the FAA reading test was reporting, Reading Application. Students need support with identifying base word and analyzing words in the text.	1b.1. Students will be provided with multiple reads of a selection prior to responding to comprehension questions. Teachers will implement read alouds, auditory tapes and text readers within the curriculum.	1b.1. LLT	1b.1. Following the FCM model, the Reading Coach and teachers will make ongoing classroom assessments focusing on students' knowledge of text structure and themes. SuccessMaker evaluative procedures and data.	1b.1. Formative: Classroom assessments, State & District Assessment tools, and SuccessMaker assessment tools. Summative: 2013 FAA Reading

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:	Reading Goal #2a: The results of the 2011-2012 FCAT Reading Test indicate that 19% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(33)	21%(37)

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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was Category III, Literary Analysis. The students need support in identifying and explaining the use of descriptive idiomatic, figurative language to describe people, feelings and objects, and explaining and identifying the purposes of text features.	2a.1. Students will identify and interpret elements of story structure within a text and will understand character development, character point of view by asking "What does he think, what is his attitude toward, and what did he say to let me know?" Also, students in Grade 5 will use biographies, diary entries, drama, and poetry to teach students to identify and interpret elements of story structure within and across texts. They will also note how authors use figurative language such as similes, metaphors, and personification.	2a.1. LLT	2a.1. Following the FCM model, the Reading Coach and teachers will make ongoing classroom assessments based on students' ability to properly use plot development, setting, character development, and conflict. SuccessMaker will provide evaluative procedures and data.	2a.1. Formative: Classroom assessment, State and District assessments, and Reading Plus as well as Riverdeep. Summative: 2013 FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Reading Goal #2b: The results of the 2012 FAA Reading Test indicate that 100% of students achieved level 7 or above. Our goal for the 2012-2013 school year is to maintain the student proficiency at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The area of deficiency as noted on the 2012 administration of the FAA reading test was Reading Comprehension. The students would benefit from instruction in reading comprehension.	2b.1. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts.	2b.1.LLT	2b.1. The LLT and teachers will make ongoing classroom assessments based on students' ability to properly accomplish the access points. SuccessMaker will provide evaluative procedures and data.	2b.1. Formative: Classroom assessment, State and District assessments, and Reading Plus. Summative: 2013 FAA 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading Goal #3a: The results of the 2012 FCAT Reading Test indicate that 80% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 85%(85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(80)	85%(85)

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was reporting Category II, Reading Application. Students need support with identifying author's purpose in text and how author's perspective influences text, main idea, relevant supporting details, strongly implied message, inference chronological order, cause and effect	3a.1. Student will use grade-level appropriate texts that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal	LLT	3a.1. The LLT and teachers will make ongoing classroom assessments based on students' ability to adhere to the Reading Intervention schedule. Intervention software data will be used to monitor progress.	3a.1. Formative: Interim Assessment, FAIR. Summative: 2013 FCAT Assessment

relationships, identifying text structure and explaining how it impacts meaning in text, identifying themes or topics across a variety of fiction or nonfiction texts, and comparing/contrasting elements within text and across text.	relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and themes within text through the use of intervention programs and tutoring.

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:	Reading Goal #3b: The results of the 2012 FAA Reading Test indicate that 100% of students made learning gains. Our goal for the 2012-2013 school year is to maintain student learning gains at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The area of deficiency as noted on the 2012 administration of the FAA reading test was Vocabulary. The students would benefit from instruction in vocabulary.	3b.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Also, train teachers to effectively implement Access Points.	3b.1. LLT	3b.1. Following the FCM model, the LLT and teachers will make ongoing classroom assessments focusing on students' knowledge of text structure and adherence to the Reading Intervention schedule. SuccessMaker evaluative procedures will be used to monitor data.	3b.1. Formative: Classroom Assessments Summative: 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 78% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5% percentage points to _ 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (N<30)	83% (N<30)

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

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

	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was reporting Category II, Reading Application. Students need support with identifying author's purpose in text and how author's perspective influences text, main idea, relevant supporting details, strongly implied message, inference chronological order, cause and effect relationships, identifying text structure and explaining how it impacts meaning in text, identifying themes or topics across a variety of fiction or nonfiction texts, and comparing/contrasting elements within text and across text.	4a.1. Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and themes within text.	LLT	4a.1. Following the FCM model, the LLT and teachers will make ongoing classroom assessments focusing on technology usage through Reading Plus and SuccessMaker. Reports will be pulled for evaluative monitoring purposes.	4a.1. Formative: Interim Assessment, Software usage reports Summative: 2013 FCAT Assessment
1					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percentage of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading test reflects that 47% of the Hispanic population met AYP. Our goal for the 2012-2013 school year is to raise our percentage by 6 percentage points to 53% by intensifying the reading intervention programs and adjusting the teaching strategies within reading and language arts classes. Reading Goal #5B: The results of the 2012 FCAT Reading test reflects that 47% of the Hispanic population met AYP. Our goal for the 2012-2013 school year is to raise our percentage by 10 percentage points to 57% by intensifying the reading intervention programs and adjusting the teaching strategies within reading and language arts classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 47% (62) Black: 47% (16	Hispanic: 53% (70) Black: 57% (19)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT reading test was reporting Category I, Vocabulary. Students need support with identifying context clues, base words and affixes, antonyms, synonyms, homographs, homophones, multiple meanings in context, and identifying shades of meaning in related words	5B.1. Hispanic: Reaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grade.	5B.1. LLT, LEP Committee	5B.1. Following the FCM model, the LLT and teachers will make ongoing classroom walk-throughs, bi-weekly administrative meetings, and intervention follow-up meetings.	5B.1. Walk-through evaluation forms, lesson plans, and performance reports. Summative: 2013 FCAT Assessment
2	5b.2. Black: The area of deficiency as noted on the 2012 administration of the FCAT reading test was Category III, Literary Analysis. The students need support in identifying and explaining the use of descriptive idiomatic, figurative language to describe people, feelings and objects, and explaining and identifying the purposes of text features.	5b.2. Black: Students will identify and interpret elements of story structure within a text and will understand character development, character point of view by asking "What does he think, what is his attitude toward, and what did he say to let me know?" Also, students in Grade 5 will use biographies, diary entries, drama, and poetry to teach students to identify and interpret elements of story structure within and across texts. They will also note how authors use figurative language such as similes, metaphors, and personification.	5b.2. LLT	5b.2. Following the FCM model, the Reading Coach and teachers will make ongoing classroom assessments based on students' ability to properly use plot development, setting, character development, and conflict. SuccessMaker will provide evaluative procedures and data.	5b.2. Formative: Classroom assessment, State and District assessments, and Reading Plus as well as Riverdeep. Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reading Goal #5C: The results of the 2012 FCAT Reading test reflects that 36% of the ELL population met AYP. Our goal for the 2013 school year is to increase by 4 percentage points to 40% by intensifying the reading intervention programs and including ESOL strategies within reading and language arts classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (16)	40% (18)

	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	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was reporting Category I, Vocabulary. Students need support with identifying context clues, base words and affixes, antonyms, synonyms, homographs, homophones, multiple meanings in context, and identifying shades of meaning in related words	5C.1. Reaching reading strategies that help students determine meanings of words by using context clues. Instruction should allow students to build their general knowledge of words and word relationships. Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grade. Teachers will use the following strategies: use task cards, focus on key vocabulary, vocabulary with context clues, vocabulary improvement strategy, use multiple meaning words, interactive word walls, use of cognates, word banks/vocabulary notebooks, structural analysis, and heritage language/English dictionary. .	5C.1. RTI Leadership Team, LEP Committee, & LLT	5C.1. Following the FCM model, the LLT and teachers will create classroom assessments based on students' ability to properly determine meanings of unfamiliar complex words. SuccessMaker and riverdeep reports will be used to monitor progress.	5C.1. Formative: Classroom assessment, State and District assessments, and Riverdeep as well as Quick Reads to establish fluency and vocabulary. Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 36% of students with Disabilities made satisfactory progress in reading. Our goal for the 2013 school year is to increase the number of SWD making progress by 6% percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (4)	42% (4)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5d.1. The area of deficiency as noted on the 2012	5d.1. Students will use grade-level appropriate texts	LLT	5d.1. Following the FCM model, the LLT, ESE teacher,	5d.1. Formative: Interim

				and teachers will make ongoing classroom assessments focusing on technology usage through Reading Plus and SuccessMaker. Reports will be pulled for evaluative monitoring purposes	Assessment, Software usage reports Summative: 2013 FCAT Assessment
1	administration of the FCAT reading test was reporting Category II, Reading Application. Students need support with identifying author's purpose in text and how author's perspective influences text, main idea, relevant supporting details, strongly implied message, inference chronological order, cause and effect relationships, identifying text structure and explaining how it impacts meaning in text, identifying themes or topics across a variety of fiction or nonfiction texts, and comparing/contrasting elements within text and across text.	that include identifiable author's purpose for writing, including information, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Students will be provided practice in identifying topics and themes within text.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading test reflects that 47% of the economically disadvantaged population making satisfactory progress in reading. Our goal for the 2013 school year is to increase by 5 percentage points to 52% by intensifying the reading intervention programs and adjusting the teaching strategies within reading and language arts classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (69)	52 (76)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was Category III, Literary Analysis. The students need support in identifying and explaining the use of descriptive idiomatic, figurative language to describe people, feelings and objects, and explaining and identifying the purposes of text features.	5E.1. Students will identify and interpret elements of story structure within a text and will understand character development, character point of view by asking "What does he think, what is his attitude toward, and what did he say to let me know?" Also, students in Grade 5 will use biographies, diary entries, drama, and poetry to teach students to identify and interpret elements of story structure within and across texts. They will also note how authors use figurative language such as similes, metaphors, and	5E.1. LLT	5E.1. Following the FCM model, the LLT and teachers will focus on the use of informational text to perform a task and will monitor progress through the use of assessments and reports.	5E.1. Formative: Classroom assessments and District Assessments. Summative: 2013 FCAT Assessment

						personification.				

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
Success Maker	K-5	Technical specialist	K-5	September 6, 2012	Student Usage Reports	MTSS Leadership Team
RtI Training	K-5	Counselor	K-5	August 18, 2012	Student Assessment Data	MTSS Leadership Team
FAIR Training	K-5	Reading Coach	K-5	September 29, 2012	Student Reports	MTSS Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker	Math and Reading learning experience focused on individual needs	FEFP	$35,000.00
			Subtotal: $35,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $35,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	The results of the 2012 CELLA Listening/Speaking Test indicate that 57% of students achieved proficiency.

CELLA Goal #1:	Our goal for the 2013 school year is to increase proficiency by 5 percentage points to 62%

2012 Current Percent of Students Proficient in listening/speaking:

57%(102)

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	1.1. The area of deficiency as noted on the 2012 administration of the CELLA Listening/Speaking test was reporting Category Vocabulary. Students need support with increasing their knowledge of vocabulary terms.	1.1. Teacher-led groups will be conducted in order to provide an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction. Teachers will use visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book.	1.1. LLT and LEP Committee	1.1. The LLT and teachers will administer and monitor progress through the use of report cards, test Scores (FAIR), classroom Performance, and LEP Student Profiles.	1.1. Formative: Vocabulary Notebooks, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading Test indicate that 29% of students achieved proficiency. Our goal for the 2013 school year is to increase proficiency by 3 percentage points to 32%.

2012 Current Percent of Students Proficient in reading:

29%(52)

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	2.1. The area of deficiency as noted on the 2012 administration of the CELLA Reading test was reporting category Comprehension. Students need support with identifying text structure.	2.1. Teachers will use the role-play strategy where students will assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their	2.1. LLT and LEP Committee	2.1. The LLT and teachers will administer and monitor progress through the use of report cards, test Scores (FAIR), classroom Performance, and LEP Student Profiles.	2.1. Formative: Cold Reads Binder, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools.

				Summative: 2013 CELLA
	characterization, and the actions succeed or fail according to a formal system of rules and guideline.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 24% of students achieved proficiency. Our goal for the 2013 school year is to increase proficiency by 3 percentage points to 27%.
2012 Current Percent of Students Proficient in writing:	
24%(43)	

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	3.1. The area of deficiency as noted on the 2012 administration of the CELLA Writing test was reporting category Sentences. Students need support in developing the ability to write descriptive sentences.	3.1. Students will participate in a Process Writing program. Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	3.1. LLT and LEP Committee	3.1. The LLT and teachers will administer and monitor progress through the use of report cards, test Scores (FAIR), classroom Performance, and LEP Student Profiles.	3.1. Formative: Writing Prompts, Classroom assessments, State & District Assessment tools, and Success Maker assessment tools. Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Soar to Success	Reading Intervention Program	Title III	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Morning Tutoring	Writing Tutoring Program	FEFP	$500.00

Subtotal: $500.00
Grand Total: $1,000.00

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 29%(50) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 1 percentage points to 30%(52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (50)	30% (52)

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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Category II, Geometry. The students need support in the ability to use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area.	1a.1. The teacher will provide grade level appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills.	1a. MTSS Team	1a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	1a.1. Formative: Biweekly assessments; District interim data reports, student authentic work. Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The result of the 2012 FAA Mathematics test indicates that 0% of students achieved level 4, 5, and 6 proficiencies. Our goal for the 2012-2013 school year is to maintain level 4, 5, and 6 proficiency at 0%.
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
	1a.1. The area of deficiency as noted on the 2012 administration of the FAA Mathematics Test was math concepts; rote counting and fact	1a.1. The teacher will provide students with opportunities to learn concepts using manipulative and assistive technology.	1a. MTSS Team	1a.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	1a.1. Formative: Biweekly assessments; District interim data reports, student authentic

1	fluency. The students need support in the ability to use rote counting techniques and memorizing math facts.				work. Summative: 2013 FAA Mathematics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 33%(58) of students achieved proficiency (level 4 and 5). Our goal is to maintain and/or increase student proficiency by 1 percentage points to 34%(59).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (58)	34% (59)

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
2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Category III, Number: Fractions. The students need support in the ability to understand multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	2a.1. The teacher will engage students in lessons including the ability to determine factors and multiples, relate fractions to decimals and percent, and generate equivalent fractions and simplify fractions. The teacher will incorporate gizmos and IXL into the lessons in order to provide aligned enrichment opportunities.	2a.1. MTSS Team	2a.1. Ongoing classroom assessments as well as close monitoring by the teachers and administration. Software report will be collected bi-weekly.	2a.1. Formative: Classroom assessments as well as assessments provided by Houghton Mifflin's "Go Math". Gizmos and IXL assessments. Summative: 2013 FCAT Assessment

(Anticipated Barrier row numbered "1")

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:	The results of the 2012 FAA Mathematics Test indicate that 100% of students achieved proficiency (level 7 and above). Our goal is to maintain and/or increase student proficiency at a level 7
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2b.1. The area of	2b.1. The teacher will	2b.1.	2b.1. Ongoing classroom	2b.1. Formative:

1	deficiency as noted on the 2012 administration of the FAA Mathematics Test was long term learning math concepts. The students need support in the ability to understand rote counting, fact fluency, and tools for measurement.	engage students in lessons including real life math problems.	Administration	assessments as well as close monitoring by the teachers and ESE Department	Classroom assessments as well as assessments provided by Houghton Mifflin's "Go Math". Summative: 2013 FAA 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT Mathematics Test 84%(84) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 1% percentage points to 85%(85).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (84)	85% (85)

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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Category I, Numbers and Operations. Students need more opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers	3a.1. Provide concrete real world practice of mathematical applications of numbers and operations through the use of manipulative, models, literacy connections, and technology, as evidenced in teacher lesson plans. Implement math intervention and tutoring programs focusing on numbers and operations.	3a.1. MTSS Team	3a.1. Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum.	3a.1. Formative: Classroom assessments, student authentic work samples, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 FAA Mathematics Test indicate that 100% of students achieved made learning gains. Our goal is to maintain student learning gains at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (2)

Problem-Solving Process to Increase Student Achievement				
1			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The area of deficiency as noted on the 2012 administration of the FAA Mathematics Test was long term learning math concepts. The students need support in the ability to understand rote counting, fact fluency, and tools for measurement.	3b.1. The teacher will engage students in lessons including real life math problems and the teacher will provide students with continuous repetition and practice.	3b.1. MTSS Team	3b.1. Ongoing classroom assessments as well as close monitoring by the teachers and ESE Department	3b.1. Formative: Classroom assessments as well as assessments provided by Houghton Mifflin's "Go Math". Summative: 2013 FAA 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics test 89% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation in order to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 94%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (N<30))	94% (N<30))

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The minimal amount of available afterschool tutorials in Category I, Number: Base Ten and Fractions may have led to a weakness in the enhancement of the students in the lowest 25%.	4a.1. Identify lowest 25% performing students in grades 3-5, and provide academic support in Number: Base Ten and Fractions through the use of models, place value, and properties of operations to represent and create representation. Before and after school mathematical tutoring sessions utilizing programs such as SuccessMaker will be utilized.	4a.1. Leadership Team /Grade Level Chairpersons	4a.1. Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed.	4a.1. Formative: Classroom assessments, SuccessMaker, student authentic work samples, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percentage of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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:	On the 2012 FCAT Mathematics test, 64% of students met satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and adjust strategies to fit each student's individual needs, thus reaching our goal of 68% of Hispanic students meeting AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 64% (84) Black: 56% (19)	Hispanic: 68% (90) Black: 58% (20)

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	5B.1. Hispanic: The results of the 2012 FCAT Mathematics Test indicate that -% of the Hispanic students displayed mastery in mathematics. Smaller group settings were not incorporated regularly, thus impeding the ability to differentiate instruction.	5B.1. Hispanic: Language barriers tied with the abundance of whole group instruction may have hindered performance in our Hispanic group. Adjust teaching strategies to incorporate language specific skills into the math curriculum. Adjust instruction to incorporate smaller group setting and more individualized attention in the daily routine.	5B.1. MTSS Team	5B.1. Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed	5B.1. Lesson Plans and Teacher-Made Assessments Summative: 2013 FCAT Mathematics Test
2	Black: The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Category I, Numbers and Operations. Students need more opportunities for mathematical exploration and development of numbers and operations, to make connections to real life practical applications of numbers	5b.2. Black: Provide concrete real world practice of mathematical applications of numbers and operations through the use of manipulative, models, literacy connections, and technology, as evidenced in teacher lesson plans. Implement math intervention and tutoring programs focusing on numbers and operations.	5b.2. MTSS Team.	5b.2. Conduct grade level discussions with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum.	5b.2. Formative: Classroom assessments, student authentic work samples, Benchmark Assessments, and Interim Assessments. Summative: 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics test reflects that 61% of the ELL population made satisfactory progress. Our goal for the 2012-2013 school year is to increase by 4 percentage points to 65% by intensifying the mathematics intervention programs and including ESOL strategies within the Mathematics classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (27)	65% (29)

	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	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for ELL was Category I, Number: Base Ten and Fractions. Students need support in developing an understanding of decimals, including the connection between fractions and decimals.	5C.1. Provide students with auditory and written content in their native language to reduce fear of failure and error and use models to represent division and relate fractions to decimals and percent.	5C.1. MTSS Team and LEP Committee	5C.1. Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed.	5C.1. Formative: Monthly Assessments/ Interim Assessments Summative: 2013 FCAT Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics test reflects that 55% of the SWD population made satisfactory progress. Our goal for the 2012-2013 school year is to increase by 5 percentage points to 60% by intensifying the mathematics intervention programs and including ESOL strategies within the Mathematics classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (6)	60% (6)

	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	5d.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Category II, Geometry. The students need support in the ability to use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume and surface area.	5d.1. The teacher will provide grade level appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, classifying, building, drawing, and analyzing models that develop measurement concepts and skills.	5d.1.ESE Teacher & MTSS Team	5d.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	5d.1. Formative: Biweekly assessments; District interim data reports, student authentic work. Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics test reflects that 62% of the economically disadvantaged population met AYP. Our goal for the 2012-2013 school year is to increase by 3 percentage points to 64% by intensifying the mathematics intervention programs and adjusting the teaching strategies within the mathematics classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:

62% (91)	64% (93)

		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	5E.1. The Economically Disadvantaged subgroup lacked an understanding in Category III, Fractions. Students need support in project-based learning assignments and mathematics vocabulary.	5E.1. Provide opportunities for students to work with visual representations of mathematical ideas using technology and project-based learning. Provide daily intervention to address mathematical vocabulary and conceptual deficiencies of specific students. Provide teachers with professional development in the area of lesson study to broaden their skills and understanding.	5E.1. MTSS Team	5E.1. Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed.	5E.1. Formative: Monthly Assessments/ Interim Assessments Summative: 2013 FCAT Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NGSSS Workshops	K-5 Mathematics	Mathematics Coach, Grade Level Chairpersons	K-5 Teachers	September 26, 2012 November 6, 2012 January 18, 2013	Grade level planning sessions, teacher lesson plans	Mathematics Chairperson/Liaison, Leadership Team
SuccessMaker	K-5	SuccessMaker Representative	K-5	September 26, 2012	Student Usage Reports	Mathematics Chairperson/Liaison, Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math	Intervention Math Replacements	FEFP	$250.00
			Subtotal: $250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
NGSS Benchmarks	After School Workshops	Title I	$250.00
			Subtotal: $250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $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 Science Test indicates that 35% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 4 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(13).	39%(14).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to our current year's assessments has been Physical Science. The students need support in the ability to apply, analyze, and explain concepts related to matter, energy, force, and motion.	Teachers will provide activities (such as Gizmos) for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of matter, energy, force, and motion.	MTSS Team	Classroom assessments, Gizmos and individual student progress.	Formative: Classroom assessments and Gizmos Summative: 2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 Florida Alternate Assessment Science Test indicates that 100% of students achieved level 4, 5, and 6 in science. Our goal for the 2012-2013 school year is to decrease level 4, 5, and 6 proficiency by 50 percentage points to 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (1)	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	The area of deficiency according to our current year's assessments has been Nature of Science. The students need support in the ability to analyze, draw appropriate conclusions, and apply key instructional concepts.	Students will be trained to effectively implement Access Points, to explore and identify objects/ pictures of key scientific concepts, to be hands on to manipulate and explore actions and outcomes. Students will also use the Gizmos program to have continuous review/practice when learning science concepts and provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS Team	Classroom assessments, Gizmos, science projects, interactive labs, and individual student progress.	Formative: Classroom assessments and Gizmos

Summative: 2013 FAA |

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 Science Test indicates that 16% of students achieved level 4 and 5 proficiency.

Our goal for the 2012-2013 school year is to increase level 4 and 5 proficiency by 2 percentage points to 18%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 16%(6) | 18%(7) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to our current year's assessments was Category II Earth & Space Science.

Students need support when having to research, collaborate, design and implement instructional strategies in earth and space science. | Teachers will implement instructional strategies to increase rigor through inquiry-based learning in Earth and Space Science. | RtI Team | Classroom assessments and individual student progress. | Formative: Classroom assessments and Gizmos

Summative: 2011 FCAT |

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

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	Science Goal #2b: The result of the 2012 Florida Alternate Assessment Science Test indicates that 0% of students achieved level 7 in science.
	Science Goal #2b:	Our goal for the 2012-2013 school year is to increase level 7 proficiency by 100 percentage points to 100%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	100% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to our current year's assessments was Earth & Space Science. Students need support when having to research, collaborate, design and implement instructional strategies in earth and space science.	Students will be trained to effectively implement Access Points, to explore and identify objects/ pictures of key scientific concepts, to be hands on to manipulate and explore actions and outcomes. Students will also have continuous review/practice when learning science concepts through the use of Gizmos, be provided with visual choices as presented in the Florida Alternate Assessment (FAA) and to observe real time activities to determine outcomes.	MTSS Team	Classroom assessments and individual student progress.	Formative: Classroom assessments and Gizmos Summative: 2013 FAA

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
Effective implementation of the instructional focus calendar	K-5 Science	Science chair	K-5 Science	August 14, 2012	Fidelity to instructional focus calendar to be evident within lesson plans and classroom observations	Principal, Science Chair
Implementation of NGSSS into curriculum	K-5 Science	Science Chair	School-wide	August 15, 2012	Fidelity to NGSSS will be evident in lesson plans and school-wide themes.	Principal, Science Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Activities	Hands on activities/labs focusing on scientific thinking	FEFP Funds	$100.00
			Subtotal: $100.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Electronic Netbooks	Weekly use of electronic netbooks to enhance the current use of technology. Replacing of damaged netbooks and increasing total amount of netbooks. Replacements	FEFP Funds	$250.00
			Subtotal: $250.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM	Incorporating Science, Technology, Engineering, and Math within curriculum	FEFP Funds; Title 1	$100.00
			Subtotal: $100.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $450.00

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:	Our goal for the 2013 school year is to increase the percentage of students achieving at or above proficiency by 2 percentage points from 84% to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (54)	86% (55)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was editing for language conventions. Students need support when asked to edit their work and revise	1a.1. Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences	1a.1. MTSS Team	1a.1. The MTSS team will implement the anchor papers and exemplar sets provided by the Florida Department of Education school-wide and monitor progress through the use of monthly writing	1a.1. Formative: School wide prompts Summative: 2013 FCAT Assessment

			assessment.	
basic skills like capitalization and subject/verb agreement.				

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:	Our goal for the 2013 school year is to maintain the percentage of students achieving at or above proficiency at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>1b.1. The area of deficiency as noted on the 2012 administration of the FAA Writing Test was editing for correct use of spelling.

Students need support when asked to edit their work and revise basic spelling skills like orthographic patterns and capitalization of proper nouns.</td><td>1b.1. Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb agreement, and pronoun agreement in simple and compound sentences by correctly spelling approximations using class resources and completing sentences with correct capitalization including proper nouns.</td><td>1b.1. ESE Department</td><td>1b.1. Implement the anchor papers and exemplar sets provided by the Florida Department of Education school-wide and monitor progress by way of monthly writing assessments.</td><td>1b.1. Formative: School wide prompts

Summative: 2013 FAA Assessment</td></tr>
</table>

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
Implementation of School Wide Writing Plan	K-5	Writing Chairperson, Reading Coach	K-5 Teachers	August 15, 2012	Implementation of School Wide Writing Plan	Administration

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing 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:	Attendance Goal #1: Our goal for this year is to increase attendance to 96.66% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.16% (434)	96.66% (436)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
110	105
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
99	94

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students do not fully understand the correlation between student attendance and academic	Teachers will review the MDCPS Attendance Policy at Open House and orientation in order stress the importance	Administration	Attendance Reports	COGNOS

1	performance.	of student attendance and include motivational strategies that will be used throughout the year. A daily attendance lottery will be used to provide incentives for attendance and punctuality.			

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
n/a		n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Incentives Programs	Incentivize and motivate attendance	FEFP	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

Suspension Goal #1:	Our goal for the 2012-2013 school year is to maintain the total number of suspensions at 5.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	3

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In order to maintain low suspension rates, students need to fully understand the behavioral expectations according to the MDCPS Student Code of Conduct.	Student assembly will be conducted at each grade level to review the components associated with MDCPS Student Code of Conduct.	Administration	Student Case Management Referrals	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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Suspension Budget:

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

	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A See Parental Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A

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

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

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

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

Parent Involvement Budget:

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

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:	STEM Goal #1: The goal for the 2012-2013 year is to implement a TEAM Program throughout grades 2-5 with an enrollment of 20 students.
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	1.1. The integration into the focus calendar in order to ensure standards are taught with rigor and the implementation of STEM practices in the program.	1.1. The school is establishing a TEAM Program from grades 2-5. The program will develop student's thinking skills, link critical thinking skills to all subject areas, and	1.1. Administration	1.1. Administration will monitor classroom assessments and will monitor individual student progress through the use of data reports.	1.1. Formative: Biweekly assessments; District interim data reports, student authentic work.

| | | | | prepare students for possible placement into gifted and advanced programs. | | | | Summative: 2013 FCAT |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Curriculum	2-5	Director	TEAM Teachers	August 15, October 26, January 18, March 22, June 7	TEAM members planning meetings	Director

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Building Thinking Skills	Reasoning activities and lessons	FEFP	$1,200.00
			Subtotal: $1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Technology	To support the implementation of technology throughout the school's curriculum. Ex: purchase interactive boards, educational software, tablets.	EESAC	$2,260.00
			Subtotal: $2,260.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TEAM Workshops	Incorporating reasoning and thinking skills	FEFP	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $3,660.00

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. N/A Goal N/A Goal #1:	N/A
2012 Current level:	2013 Expected level:
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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker	Math and Reading learning experience focused on individual needs	FEFP	$35,000.00
CELLA	Soar to Success	Reading Intervention Program	Title III	$500.00
Mathematics	Go Math	Intervention Math Replacements	FEFP	$250.00
Science	Inquiry Based Activities	Hands on activities/labs focusing on scientific thinking	FEFP Funds	$100.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
STEM	Building Thinking Skills	Reasoning activities and lessons	FEFP	$1,200.00
N/A	n/a	n/a	n/a	$0.00
				Subtotal: $37,050.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	Electronic Netbooks	Weekly use of electronic netbooks to enhance the current use of technology. Replacing of damaged netbooks and increasing total amount of netbooks. Replacements	FEFP Funds	$250.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
STEM	Implementation of Technology	To support the implementation of technology throughout the school's curriculum. Ex: purchase interactive boards, educational software, tablets.	EESAC	$2,260.00
N/A	n/a	n/a	n/a	$0.00
				Subtotal: $2,510.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	NGSS Benchmarks	After School Workshops	Title I	$250.00
Science	STEM	Incorporating Science, Technology, Engineering, and Math within curriculum	FEFP Funds; Title 1	$100.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a		n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
STEM	TEAM Workshops	Incorporating reasoning and thinking skills	FEFP	$200.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
N/A	n/a	n/a	n/a	$0.00
				Subtotal: $550.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	Morning Tutoring	Writing Tutoring Program	FEFP	$500.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	Incentives Programs	Incentivize and motivate attendance	FEFP	$300.00
Suspension	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
N/A	n/a	n/a	n/a	$0.00
				Subtotal: $800.00
				Grand Total: $40,910.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

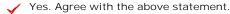Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To support the implementation of technology throughout the school's curriculum. Ex: purchase interactive boards, educational software, tablets.	$2,260.00

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

1. To assist and monitor the assessment aligned tutoring programs and workshops programs.
2. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP);
3. To assist in the preparation and evaluation of the school's annual budget; and
4. To recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ADVANCED LEARNING CHARTER SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	62%	93%	26%	239	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	64%	82%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	87% (YES)			154	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					539	
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
ADVANCED LEARNING CHARTER SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	53%	79%	50%	238	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	50%	31%			81	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?	50% (YES)	31% (NO)			81	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					400	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested