FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DORAL ACADEMY OF TECHNOLOGY

District Name: Dade

Principal: Mrs. Angela Ramos

SAC Chair: Mrs. Marianella Mesa

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/23/2012

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	Alina Lopez	BA in Psychology from Florida International University, MS in Elementary Education from Nova Southeastern University, Educational Leadership Certification from Florida International University	2	7	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 100 83 78 45 51 High Standards Math 100 80 88 88 83 Lng Gains-Rdg. 83 71 71 54 57 Lng Gains-Math 92 64 79 85 70 Gains-Rdg-25% 83 73 72 51 61 Gains-Math-25% 92 65 79 87 73

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	Sophia Prevolis	Professional Educators ESE K-12 , Reading K-12 ESOL and Gifted Endorsement	2	2	'12 '11 ' 10 School Grade A A A High Standards Rdg. 79 83 80 High Standards Math 74 80 83 Lrng Gains-Rdg. 75 71 66 Lrng Gains-Math 71 64 72 Gains-Rdg-25% 79 73 62 Gains-Math-25% 71 65 72 Ms. Prevolis entered the teaching profession in 2009.

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. Hire Certified Teachers by maintaining a certification log	Administration	By August 2012	
2	3. Monitor Certification on a monthly basis and encourage teachers to take professional development classes	Administration	Beginning August 2012	
3	2. Implement a Mentoring Program for first year teachers	Mrs. Gina Lalicata	Beginning August 2012	

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% (0)	

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
4	25.0%(1)	75.0%(3)	0.0%(0)	0.0%(0)	0.0%(0)	100.0%(4)	25.0%(1)	0.0%(0)	50.0%(2)

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

Identify the school-based MTSS leadership team.

Principal (Administrators): Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of MTSS/RtI model.
General Education Teachers (Reading and Math): Participate in student data collection; provides information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.
Exceptional Student Education Teacher (ESE): Participate in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.
Counselors: Monitor student achievement; set-up parent-teacher conferences; develop academic and behavior contracts; and communicate with all stake-holders.

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 Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities:
Monitor progress of Level 1 and 2 students in Intensive Reading, Intensive Reading+ and Intensive Math classes Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT Saturday tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science .Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the MTSS Leadership team will determine the professional development and resources needed to optimize instruction and intervention.

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 Leadership Team will provide levels of support and interventions to students based on data. It will also monitor the fidelity of instructional delivery and intervention. Monitoring, modify and analyzing student data performance will be the primary source in implementing the School's Improvement Plan throughout the year.

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), School-wide Diagnostic Assessment Florida Assessments for Instruction in Reading (FAIR)Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Mini-assessments Mid year: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment of Reading (DAR)End of Year: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)Frequency of Data Days: Once a quarter for data analysis
Edusoft: District baselines, interim, and mini assessments. MTSS/RtI will implement the process at a glance for behavior management utilizing the steps for Tier 1-3. If needed a FAB or BIP and The Student Case Management system will be implemented for Tier III.

Describe the plan to train staff on MTSS.

Professional development will be provided during first week of school. Small sessions are planned throughout the year. Professional development sessions entitled "What is MTSS/ RtI?" and "How can we meet the challenges of implementing data-driven instruction?" will be infused into the professional development calendar. Teachers will be encouraged to take the MTSS/ RTI online course through the Florida Department of Education.

Describe the plan to support MTSS.

Effectively and actively involve and resolute leadership that frequency provides visible connections between a MTSS framework with district &school mission statements and organizational improvement efforts. Ongoing date driven professional development activities that align core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Alina Lopez, Principal
Mrs. Sophia Prevolis, Reading Coach
Mrs. Marianella Mesa, Lead Teacher

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

The Literacy Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a monthly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading classes. Monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes, regular curriculum classes, and developmental ELL classes. Develop and monitor the FCAT morning tutoring that will be offered to all Level 1, Level 2, ELL, and SWD students. Review progress of all students using Reading Plus, FCAT Explorer and Florida Focus, as a supplement to the instruction. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading. Ensure that the FCAT reading benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Grade A Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, differentiated instruction and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information gathered above, the Literacy Leadership team will determine the professional development and resources needed to optimize instruction and intervention. The Literacy Leadership will focus on the revised goals for writing in across the curriculum.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculums.
Increase understanding of differentiated instruction and continue to apply best practices.
Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The major initiative for the 2012-2013 school year would be increase literacy across all curriculums.
Increase understanding of differentiated instruction and continue to apply best practices.
Teachers will implement internal assessments to identify student's strengths and areas of growth in order to tailor instruction.

*High Schools Only

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 High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 7% of students achieved a Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain Level 3 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (8)	7% (8)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration if the FCAT Reading test was Reporting Category 2- Reading Application	1a.1 Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers. Utilize grade level appropriate text that include author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and explaining	1a.1. MTSS/ RtI	1a.1. Review formative bi weekly assessment data reports to ensure progress in being made and adjust instruction as needed. Reading Coach and administration will monitor Reading Plus Online on a weekly basis and adjust interventions as needed. Use Florida Achieves computer program to administer mini assessments	1a.1. Formative: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative: Results from the 2013FCAT 2.0 Reading Assessment

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 93% of students achieved a Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency by 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (100)	93% (100)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2a.1. The area of deficiency as noted on the 2012 administration if the FCAT Reading test was Reporting Category 2- Reading Application	2a.1. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings	2a.1. Assistant Principal, Reading Coach, Language Arts Department chairperson	2a.1. Reading Coach and Assistant Principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Incorporate Reading Plus in all the Language Arts, including Advanced classes.	2a.1. Formative: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves Summative: Results from the 2013FCAT 2.0 Reading Assessment
2	2a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text/ Research Process	2a.2. Use real world documents such as brochures, fliers, newspapers, websites, and how to articles to locate, interpret and organize information. Provide professional development for teachers school wide on Reference and Research and incorporating CRISS Strategies in advanced classes	2a.2. MTSS/ RtI Leadership Team	2a.2. Reading Coach and administration will monitor Reading Plus Online on a weekly basis and adjust interventions as needed.	2a.2. Formative: FAIR assessment data, CAP- Computer Assisted Programs, Reports generated from Reading Plus and Florida Achieves, Student Mini assessments Summative: Results from the 2013FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 83%of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 88%
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (88)	88% (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	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis/Fiction/Non Fiction	3a.1 Provide opportunities for students to identify and interpret elements of story structure within a text. Help students 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?" Use poetry to practice indentifying descriptive language that defines moods and provides imagery. Utilize Florida Achieves in Reading and provide FCAT reading target tutoring afterschool.	3a.1 MTSS/ RtI Leadership Team	3a.1. Reading Coach and Assistant Principal will review formative bi weekly assessment data reports to ensure progress in being made and adjust intervention as needed. Review department action plans and pacing guides Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	3a.1. Formative: Fair Assessment Data, Student work and mini assessments, Reading Plus data reports Summative: Results from the 2013FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment:	

Percentage of students making Learning Gains in reading.

Reading Goal #3b:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate there was not students who performed in the lowest 25% in reading. Our goal for the 2012-2013 school year is to maintain the percentage of students in the lowest 25% to 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. It is noted on the 2012 administration of the FCAT Reading Test was that no students scored in the lowest 25%. The barrier is to maintain this goal	4a.1. Implement an after school tutoring program that will target students who are performing in the lowest 25%. Use incentives to encourage students to participate in the after school tutoring program consistently. Utilize Reading Computer Based programs such as Reading Plus and Florida Achieves in Language Arts classes	4a.1. Reading Coach and Administration	4a.1. Use data gathered from students in the pull out program. Reading coach and Assistant principal will review monthly reports on student's attendance and assessments used in the after school tutoring program Administrators and Reading Coach will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	4a.1. Formative: Fair Assessment Data, Student work and mini assessments, Reading Plus and Florida Achieves data reports Summative: Results from the 2013FCAT 2.0 Reading Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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
No Data Submitted

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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
No Data Submitted

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

5D. Students with Disabilities (SWD) not making

satisfactory progress in reading.

Reading Goal #5D:

satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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
No Data Submitted				

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

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

<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
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core School based Implementation	6-8	Common Core Institute	Reading, Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration
Springboard Curriculum	6-8	Reading Coach	Language Arts Teachers	August 11- 19, 2012	Mini assessments and student work	Reading Coach
Differentiated						

Instruction and Effective Reading Strategies Training	6-8	Reading Coach	New Teachers	August 13-17, 2012	Observations , student work folders and walkthroughs	Administration, Reading Coach and Department Head
Reading Plus Training	6-8	Reading Coach	6-8 Reading and Language Arts Teachers	August 13-17, 2012	Student Reading Plus Progress Reports and student assessments	Reading Coach
Data Driven Instruction	6-8	Reading Coach	School wide	September 17, 2012	Monthly data chats	MTSS/ RtI Literacy Team
Reference and Research Workshop	6-8	Reading Coach and Selected Teachers	School wide	October 26, 2012	Mini assessments and student work	Reading Coach and Department Chairs
MTSS/ RtI /Problem Solving	6-8	Reading Coach	School wide	October 26, 2012	Monthly chats	Leadership Team
Reading Targeted Tutoring	6-8	Reading Coach	Reading Tutoring Teachers	November 6, 2012	Student Progress on after school tutoring assessments	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement an after school tutoring program that will target lowest 25% on interim	Supplemental materials and supplies	Internal funds	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use incentives to encourage students to participate in the after school tutoring or reading plus program consistently.	Prizes and small gift cards	PTSI	$500.00
			Subtotal: $500.00
			Grand Total: $1,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A No ELL Students

2012 Current Percent of Students Proficient in listening/speaking:

N/A

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

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:	N/A No ELL Students
2012 Current Percent of Students Proficient in reading:	
N/A	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A No ELL Students
2012 Current Percent of Students Proficient in writing:	
N/A	

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	As a new school, we will use the district average to establish the current and expected performance. The district average of the 2011 FCAT MathTest indicate that 31% of students achieved Level 3 proficiency. Our Goal for the 2011-2012 school year is to increase Level 3 student proficiency by 3 percents points to 34%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (33)	34% (36)

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 2011 administration of the FCAT Mathematics Test was Category 3- Geometry and Measurement. Students require or are in need of additional support in exploration and inquiry activities	1.1. Develop departmental guidelines for student learning notebooks proven to increase student achievement. Provide teacher training in obtaining and analyzing assessment data related to student's performance in mathematics. Supplemental resources such as FCAT Buckledown books Utilize Carnegie Levels 1 2, and 3 books.	1.1 Math Department Chair.	1.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department.	1.1. Formative: Student assessments and district interim reports. Summative: Results from the 2012 FCAT Mathematics Test.

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

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

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics	2.1. Use manipulatives (i.e., Cusinaire Rods) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra.	2.1 Math Department Chair.	2.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department.	2.1. Formative: Student assessments and district interim reports. Summative: Results from the 2012 FCAT Mathematics Test.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning	

gains in mathematics. Mathematics Goal #3a:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>3.1.
The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 3- Geometry and Measurement</td><td>3.1.
Utilize student learning notebooks proven to increase student achievement.

Provide teacher training in Carnegie to obtain and analyze assessment data related to student's performance in mathematics.

Utilize Carnegie Levels 1 2, and 3 books to cover the areas of need.</td><td>3.1
Math Department Chair</td><td>3.1.
Review classroom assignments, lesson plans and student assessments that target specific skills.

Monitor mini assessments reports provided through Edusoft.

Conduct data chats within Math department.</td><td>3.1.
Formative: Student assessments and district interim reports.

Summative: Results from the 2012 FCAT Mathematics Test</td></tr>
</table>

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics	4.1. Use manipulatives (i.e., Cusinaire Rods) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra.	4.1 Math Department Chair.	4.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department.	4.1. Formative: Student assessments and district interim reports. Summative: Results from the 2012 FCAT Mathematics Test.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5A.1. Hispanic: The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 3- Geometry and	5A.1. -Provide opportunities for students to find the perimeters and areas of composite two- dimensional figures, including non-rectangular figures (such as	5A.1 Math Department Chair	5A.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments	5A.1. Formative: Student assessments and district interim reports. Summative:

				reports provided through Edusoft. Conduct data chats within Math department.	Results from the 2012 FCAT Mathematics Test
1	Measurement.	semicircles) using various strategies. -Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. -Use a variety of graph paper to explore area and perimeter of two-dimensional figures			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1.: Hispanic: The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 3-Geometry and Measurement.	5B.1. -Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. -Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. -Use a variety of graph paper to explore area and perimeter of two-dimensional figures	5B.1 Math Department Chair	5B.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department.	5B.1. Formative: Student assessments and district interim reports. Summative: Results from the 2012 FCAT Mathematics Test

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:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1.: SWD The area of deficiency as noted on the 2011 administration of the FCAT Math Test was Reporting Category 3- Geometry and Measurement.	5C.1. -Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. -Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. -Use a variety of graph paper to explore area and perimeter of two-dimensional figures.	5C.1 Math Department Chair.	5C.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department.	5C.1. Formative: Student assessments and district interim reports. Summative: Results from the 2012 FCAT Mathematics Test.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement			

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Math Test indicate that 15% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to maintain Level 3 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (16)	15% (16)

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 3- Geometry and Measurement. Students require or are in need of additional support in exploration and inquiry activities	1a.1. Develop departmental guidelines for student learning notebooks proven to increase student achievement. Provide teacher training in obtaining and analyzing assessment data related to student's performance in mathematics. Supplemental resources such as Success Academy and Florida Achieves and learning notebooks. Utilize Carnegie Levels 1 2, and 3 books.	1a.1. Math Department Chair	Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department. Administration will monitor data and adjust intervention as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	1a.1. Formative: Student assessments , Florida Achieves data reports and district interim reports. Summative: Results from the 2013 FCAT 2.0 Mathematics Test.

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Math Test indicate that 85% of students achieved Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 or 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (92)	85% (92)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics	2a.1. Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities. Revise Carnegie Pacing guide Implement the use of technology, graphing calculators, and inquiry based lessons to promote authentic rigorous student engagement	2a.1. Math Department Chair	2a.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed	2a.1. Formative: Student assessments and district interim reports. Summative: Results from the 2013 FCAT 2.0 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Math Test indicate that 92% of students achieved learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 3 percents points to 95%
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (98)	95% (101)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 3- Geometry and Measurement.	3a.1. Utilize student learning notebooks, Success Academy, Florida Achieves to increase student mastery. Utilize Carnegie data reports to obtain and analyze assessment data related to student's performance in mathematics. Utilize Carnegie Levels 1 2, and 3 books to cover the areas of need. Use incentives to encourage students to participate in the after school tutoring program	3a.1. Math Department Chair	3a.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	3a.1 Formative: Student assessments and district interim reports. Summative: Results from the 2013 FCAT 2.0 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:

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

			Problem-Solving Process to Increase Student Achievement	

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 92% of students in the lowest 25% making learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains from 92% to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (N<30)	95% (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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category 1- Fractions, Ratios, Proportional Relationships, and Statistics	4a.1. Use incentives to encourage students to participate in the after school tutoring program consistently. Utilize student learning notebooks, Success Academy, Florida Achieves to increase student mastery	4a.1. Math Department Chair	4a.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Math department Administration will monitor data and adjust intervention as needed.	4a.1. Formative: Student assessments, Florida Achieves data reports and district interim reports. Summative: Results from the 2013 FCAT 2.0 Mathematics

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (44)	100% (44)

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

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra I EOC Math Test indicate that 23% of students scored in the upper third (Level 3-5) in Algebra. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Level 3-5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (16)	23% (16)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
	1.1. The area in need of support as noted by the	1.1. The Mathematics department will work to	1.1. Mathematics Department	1.1. Conduct grade level meetings to ensure	1.1. Formative: Student mini

1	2012Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics	align the New Generation Standards with district pacing guides in order develop a department Focus Calendar that will be used to provide supplemental materials Students will use virtual manipulative to support and enhance instruction. Supplemental resources such as Success Academy and Florida Achieves computer based program. Utilize Carnegie Levels 1 2, and 3 books.	Chairperson and Administration	effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction	assessments, Florida Achieves data reports and district interim reports. Summative: Results from the 2013 Algebra I EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC Math Test indicate that 77% of students achieved a Level 4or 5 in Algebra. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving a Level 4 or 5 in the Algebra I EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (55)	77% (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	The area of deficiency as noted by the 2012 Algebra I EOC is Reporting Content: Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. This deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	2.1. The Mathematics department will work to align a department Focus Calendar with the district pacing guides that will be used to provide supplemental materials to address Polynomials and Rationals , Radicals, Quadratics, and Discrete mathematics. Students will use virtual manipulative to support and enhance instruction.	2.1. Mathematics Department Chairperson and Administration	2.1. Conduct grade level meetings to ensure effectiveness and alignment of math program. Review of Formative biweekly assessment data reports to ensure progress is being made and to adjust as needed. Collaborate a Professional Learning Community for Algebra I teachers to analyze and modify instruction	2.1. Formative: Student mini assessments and district interim reports. Summative: Results from the 2013 Algebra I EOC

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

Algebra Goal #

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A :	Our goal from the 2011-2017 school years is to reduce the percent of non-proficient students by 50

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	N/A

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry EOC Test indicate that 20% of the students scored in the upper third (Level 3-5) proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third (Levels 3-5).
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (1)		20% (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 in need of support in the 2012 Geometry EOC assessment is Two Dimensional Geometry Mathematics limited classroom opportunities to develop exploration and inquiry activities.	1.1. Utilize mini assessments created by district and teachers. Provide students inductive reasoning strategies that include discovery learning activities. Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines	1.1. Mathematics Department Chairperson	1.1. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	1.1 Formative: Student mini assessments and district interim reports. Summative: Results from the 2013 Geometry EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC Test indicate that 80% of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students having proficiency in the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4)	80% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area in need of support in the 2012 Geometry EOC assessment is Two Dimensional Geometry	2.1. . Infusing literacy in the mathematics classroom includes the use of mathematics terminology embedded throughout each lesson by the teacher and students, and journals written by students to promote project based learning activities. Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines	2.1. Mathematics Department Chairperson and Administration	2.1. Conduct grade level meetings to ensure effectiveness and alignment of math program. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	2.1. Formative: Student mini assessments and district interim reports. Summative: Results from the 2013 Geometry EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Our goal from the 2011-2017 school years is to reduce the percent of non-proficient students by 50%. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

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

Common Core School based Implementation	6-8	Common Core Institute	Reading,Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration
New Teacher Orientation	6-8	Reading Coach and Administration	new teachers new to the school and teaching profession	August 13-17, 2012	Teacher Mentoring	Teacher Mentor trainer, Reading Coach Administration
Carnegie Cognitive Tutoring Data Training	Grade Math Department	Math Department Chair	Math Department Chair 6-12 Math Teachers	August 13-17, 2012	Math Department Chair	Administration
Data Driven Instruction What it is and how it is accomplished	6-8	Reading Coach and Administration	School wide	September 26, 2012	MTSS/ RtI Leadership Team /PLC	Reading Coach , Administration
MTSS/ RtI / Problem Solving/Florida Mandate Model	6-8	Reading Coach Administration	School wide	October 25, 2012	MTSS/ RtI Leadership Team	Reading Coach , Administration
Differentiated Instruction in Mathematics	Math Department	Math Department Chair and Administration	6-8 Math Teachers	October 26,2012	Math Department Chair	Administration
Target Tutoring	Math Department	Math Department Chair	6-12 Math Teachers	December 13,2012	Math Department Chair	Administration
NGSSS/ Benchmarks/Comm Core Standards	6-8	Reading Coach and Administration	School wide	January 18,2012	MTSS/ RtI Leadership Team/ PLC	Reading Coach , Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement an after school tutoring program that will target the lowest 25%.	Materials and supplies	Internal funds	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Customizing the lessons in the Carnegie Program to focus and align the benchmarks being assessed in each grade level.	Web based program, resources and materials	Operating funds	$25,000.00
			Subtotal: $25,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $26,000.00

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 indicate that 63% students achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school years is to maintain the percentage of students achieving proficiency at a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (25)	63% (25)

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 Science Test was according to our data has been Physical and Chemical Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry based learning.	1a.1. Continue to develop professional learning communities of teachers, with vertical and horizontal environment within the school, to research, discuss, design and implement strategies to increase inquiry based learning Physical and Chemical Science. Create the implementation of inquiry based, hands on activities, labs addressing the necessary benchmarks	1a.1. Science Department Head and Administration	1a.1. Grade level teams and department meetings to discuss and determine progress towards standards Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	1a.1. Formative: Student work and mini assessments. District baseline data and school based assessments Summative: 2013 FCAT 2.0 Science

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicates that 30% of the students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (12)	30% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems	2a.1. Create implementation of formative assessment probes and higher order questioning/discussions. Create implementation of reading information text and writing in science. Through team teaching and lesson planning, provide classroom and afterschool opportunities for students to incorporate lab investigations and field studies.	2a.1. Science Department Head	2a.1. Monthly department meetings and review of student's lab projects and assessments. Administration will monitor district interims and mini assessments and focus calendars to adjust interventions as needed. Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	2a.1. Formative: Student work and mini assessments. District baseline data and school based assessments Summative: 2013 FCAT 2.0 Science

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core School based Implementation	6-8	Common Core Institute	Reading,Math, and Science Teachers	June 25-29,2012	School Implementation Plan	Administration
Data Driven Instruction	6-8	Reading Coach	School wide	September 26 2012	Monthly data chats	MTSS/ RtI Leadership Team
Lab Investigations and Lesson Training	6-8	Science Department Head	Science Teaches 6-8	October 26,2012	Lesson plan reviews/walkthroughs and observations	Administration and Department Heads
NGSS/Benchmarks Training	6-8	Department Heads	School wide	August 13-17, 2012	Lesson plan reviews/walkthroughs and observations	Administration and Department Heads

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems.	Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems.	Operating funds	$2,000.00
		Subtotal: $2,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Incentives	Incentives for students scoring a 4 or higher on the Biology EOC administration	SAC	$1,000.00
		Subtotal: $1,000.00	
		Grand Total: $3,000.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 100% of students scored a level 3.0 or higher. Our goal for the 2012-2013 school year is maintain the percentage of students scoring a level 3.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (40)	100% (40)

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. Students are in need of additional support in writing conventions that will be used in their writing. Writing is not being utilized enough in other classes	1a.1. School wide professional developments covering the use of the writing process and including conventions throughout the curriculum. Implementation of school wide writing prompts and discussions. Organize Writing Seminar for bubble students. Provide incentives for students who score a level 3 or higher on the 2013 FCAT Writing Test	1a.1. Reading Coach , Writing Coach and Language Arts Department Head	1a.1. Review monthly writing journals and assignments to ensure progress of students Administrators will conduct grade level meetings to review formative assessments on a bi weekly basis and adjust instruction as needed.	1a.1. Formative: Student's scores on monthly writing assignments. Summative: 2013 FCAT Writing Assessment

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

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

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
Bringing Words to Life/ Writing across the Curriculum	Language Arts	Reading Coach	School wide	August 13-17, 2012	Leadership Team will meet monthly to monitor the progress and effectiveness of vocabulary and writing.	Reading Coach and Leadership Team
Writing Action Plan Implementations	Language Arts	Reading Coach	School wide	August 13-17, 2012	Leadership Team will meet monthly to monitor the progress and effectiveness student work in writing	Reading Coach, Language Arts Department Chair and Leadership Team
Writing in the Arts	Language Arts Teachers	Language Department Chair	School wide	September 26,2012	Writing samples in Content and Special area classes	Language Arts Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Incentives	Incentives for students receiving a level 3 or higher on the Writing administration	SAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Based on the 2012 baseline district exam, our goal is to increase students scoring at a Level 3 on the Civics District Spring Assessment by 12 percentage points to 12%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	12% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increase understanding and knowledge in Civics while incorporating primary sources	1.1. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Implement Achieves 3000 computer based reading program in all Civics classes.	1.1. Social Studies Department Chair, Reading Coach, Administration	1.1. Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department. Administration will monitor and analyze student performance reports from Achieves 3000 in a weekly basis and adjust instruction as needed.	1.1. Formative: Student mini assessments and Month assessments Summative: 2013 District Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Based on the 2012 baseline district exam, our goal is to increase students scoring at a Level 3 on the Civics District Spring Assessment by 12 percentage points to 12% Our goal for the 2012-2013 school year is to provide enriched research based activities for students to prepare for the District Spring Assessment by providing Project Citizen in 7th grade classes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	12% (8)

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

1	2.1. Limited classroom opportunities to develop exploration and inquiry activities with information text concepts and provided research based activities for students.	2.1. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Utilize Project Citizen in 7th grade classes that emphasizes problem solving and inquiry based learning.	2.1. Social Studies Department Chair, Reading Coach, Administration	2.1 Review classroom assignments, lesson plans and student assessments that target specific skills. Monitor mini assessments reports provided through Edusoft. Conduct data chats within Social Studies department	2.1. Formative: Student mini assessments and Month assessments Summative: 2013 District Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop Focus Calendar	6-8	Reading Coach and Administration	School wide	August 13-17, 2012	Lesson plan reviews/walkthroughs and observations	Administration , Reading Coach and Math Department Chair
Achieves 3000 Training	Civics Social Studies Teachers	Administration	Social Studies Teaching 7th grade	August 29,2012	Achieves 3000 performance reports	Administration
NGSSS/ Benchmarks/Common Core Standards	6-8	Reading Coach and Administration	School wide	December 13, 2012	MTSS/ RtI Leadership Team/ PLC	Reading Coach , Administration
New Teacher Orientation	6-8	Reading Coach and Administration	6-8 new teachers new to the school and teaching profession	August 13-17, 2012	Teacher Mentoring	Teacher Mentor trainer, Reading Coach Administration
Primary Sources in Social Studies (Common Core State Standards)	All Social Studies Teachers	Reading Coach and Administration	Social Studies 6-8 Teachers	September 26,2012	MTSS/ RtI Leadership Team /PLC	Reading Coach , Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase understanding and knowledge in Civics while incorporating primary sources	Utilize Achieves 3000	Internal Funds	$24,930.00
			Subtotal: $24,930.00
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: $24,930.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to maintain attendance to 98.08% by minimizing the absences due to illness and truancy, and to create a climate where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98.08% (107	98.08% (107
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5	5
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	1.1. Increase in student population and limited street to access the school may cause tardiness. Parents unfamiliar with the traffic flowchart	1.1. Design and implement a traffic flowchart for parents and students to follow. Use the website as a reminder. Increase security during drop off and pick up times.	1.1. Assistant Principals	1.1. Weekly review and updates to administration.	1.1. Attendance logs
	1.2. Parents and students unaware of the	1.2. Parents/student	1.2. Assistant Principals	1.2. Review monthly Plasco	1.2. Attendance logs.

| 2 | consequences of excessive absences and tardies. | notification system regarding excessive absences and tardiness (Connect Ed and Plasco).

Student lock out will be enforced throughout the day. | | reports targeting tardiness and excessive absences | |

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
Plasco System Training	6-8	Plasco Representative	Security , Attendance Clerk, Assistant Principal, and Counselors	August 17, 2012	Monthly student reports	Assistant Principals
Truancy Prevention	6-8	Attendance Clerk and Assistant Principal	Counselors and Attendance Clerk	August 13-17, 2012	Review weekly reports by counselors and Assistant principals	Assistant Principals

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Plasco system and training	Operating funds	$19,000.00
Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Connect Ed System	Operating funds	$3,000.00
			Subtotal: $22,000.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $22,000.00

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 to total number of out of school suspensions of 0%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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	1.1. Increase in student Enrollment Lack of Student Conflict resolution presentations	1.1. Increase security throughout the school Continue the implementation of the Plasco system to monitor behavior infractions. Training will be provided for security and administrators to monitor the system. Counselors will provide students presentations that target conflict resolution strategies. Implementation of Project Wisdom to promote character education through daily morning announcements.	1.1. Administrative Team and Counselors	1.1. Review reports of student outdoor and indoor suspension Administration will monitor and make interventions as needed with students.	1.1. Suspension Report
	1.2.	1.2.	1.2	1.2.	1.2.

2	Parents and students are unfamiliar with student code of conduct and reasons for suspensions	Parents and students will sign and return the student code of conduct. Counselors and administrators will contact parent if student is placed on indoor or outdoor suspension. Counselors will conduct Character Education Seminars for students throughout the school year.	Administrative Team	Review reports of student outdoor and indoor suspension Administration will monitor and make interventions as needed with students.	Suspension Report

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Counselors will be conducting Character Education Seminar for student throughout the year (Bullying)	Videos and materials	Operating	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	90%

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. Lack of participation due to employment hours and lack of time Recruitment of new parents to participate in the Parent Teacher Student Involvement Committee (PTSI)	1.1. Through the Parent Teacher Student Involvement (PTSI), create a variety of opportunities before and after school for parents to volunteer and participate in.	1.1. Lead Teacher and Administrators	1.1. Review of activities sign in sheets/logs by administration after school wide events	1.1. Sign In Sheets and Connect Ed Logs
2	1.2. Parents have limited knowledge of opportunities to volunteer in school activities	1.2. Use the Website and Connect Ed to communicate with parents. Encourage parents to participate in the Parent Teacher Student Involvement (PTSI) to become aware of school activities.	1.2. Lead Teacher and Administrators	1.2. Review of activities sign in sheets/logs by administration after school wide events	1.2. Sign In Sheets and Connect Ed Logs

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

Parent Student Orientation	6-8	Counselors	Parent and Students	August 7 & 8, 2012	Review Sign in sheets	Administrators
Open House	6-8	Administrators	Parent and Students	September 8, 2012	Review Sign in sheets	Administrators
Literacy Night	6-8	Literacy Team	Parent and Students	October 9,2012 March 12,2013	Review Sign in sheets	Reading Coach
High School & College Readiness Fair	6-8	Counselors	Parent and Students	February 12, 2013	Review Sign in sheets	Administrators
Family Pasta Night	6-8	Literacy Team	Parent and Students	November 13,2012 May 7,2013	Review Sign in sheets	Reading Coach
informational night FCAT 2.0 and EOC parent	6-8	Literacy Team	Parent and Students	January 8, 2013	Review Sign in sheets	Reading Coach
Cyber Bullying	6-8	Counselor	Parent and Students	February 15, 2013	Review Sign in sheets	Administrators
Pre AP- AP Parent Night	6-8	PTSI	Parent and Students	March 13, 2013	Review Sign in sheets	Administrators

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:	Our STEM goal for the 2012-2013 school year is to implement an effective curriculum in Math , Science, Technology, and Engineering for students in grades 6-8th while providing a rigorous and challenging program
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Providing a variety of courses in technology offered to students	1.1. Develop Professional Learning Communities (PLC) of science and mathematics teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning.	1.1 Science and Mathematics Department Chair and Administration	1.1. Modify, Implement and Revise action plan and focus calendar Walkthroughs and student work	1.1. Formative: Student assessments and student work Summative: 2013 FCAT 2.0Science and Mathematics Assessment
2	1.2. An anticipated barrier is providing a hands on experience and providing a rigorous program for students	1.2. Collaborate with programs in colleges to engage students in hands-on, real-world STEM applications through projects and activities. Incorporates critical thinking and problem-solving skills. Utilize Cisco Linking of Classes Media to integrate lessons in classrooms Exposes students to university and industry experts in science, technology, engineering, and mathematics (STEM). Engages students in hands-on, real-world STEM applications through projects and activities when participating in SECME competitions.	1.2. Science and Mathematics Department Chair	1.2. Modify, Implement and Revise action plan and focus calendar Walkthroughs and student work Student projects in competitions	1.2. Formative: Student assessments and student work Summative: 2013 FCAT 2.0Science and Mathematics Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry based projects	Programs for teachers in 6-8th grade	Science and Mathematics Department Chair	Science and Mathematics teachers teaching Robotics, Future City, and Introduction to science and technology.	August 13-17, 2012	Walkthroughs, Lesson plans, Actions Plans	Administration

STEM Research Studies and Best practices	Program teachers in grades 6-8th	Science and Mathematics Department Chair	Science and Mathematics teachers teaching Robotics, Future City, and Engineering	August 13-17, 2012	Walkthroughs, Lesson plans, Actions Plans	Administration
Cisco Linking of Classes	Program teachers in 6-8th grade	Program teachers in 6-8th grade	Science and Mathematics teachers teaching Robotics, Future City, and Introduction to science and technology.	September 26,2012	Walkthroughs, Lesson plans, Actions Plans	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporates critical thinking and problem-solving skills. Utilize Cisco Linking of Classes Media to integrate lessons in classrooms	Cisco Digital Media Technology	Internal	$20,000.00
Laptops used for Future City courses	Laptops	Internal	$35,000.00
Robots utilize for Robotics courses	Robots	Internal	$20,000.00
			Subtotal: $75,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $75,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Our goal for the 2012-2013 school year is to increase students participation when entering high school technology courses and programs.		
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.	1.1.	1.1.	1.1.	1.1.

1	Lack of student knowledge of technology course available in high school.	Create a Student Parent Course showcase night where students can inquire about elective course for the following school year. Offer middle school students a variety of technology courses in subject selections forms. Completion of EPEP in 7th grade classes before promotion to high school.	Counselors and Administration	Administration will monitor course selections and articulation process.	Formative: EPEP reports and Sign in sheets from parent nights. Summative: 2013 Student Subject Selection Forms

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement an after school tutoring program that will target lowest 25% on interim	Supplemental materials and supplies	Internal funds	$1,000.00
Mathematics	Implement an after school tutoring program that will target the lowest 25%.	Materials and supplies	Internal funds	$1,000.00
Science	Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems.	Students need additional laboratory facilities to develop independent projects and conduct laboratory investigations that include calculating, manipulating, and solving problems.	Operating funds	$2,000.00
Civics	Increase understanding and knowledge in Civics while incorporating primary sources	Utilize Achieves 3000	Internal Funds	$24,930.00
				Subtotal: $28,930.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Customizing the lessons in the Carnegie Program to focus and align the benchmarks being assessed in each grade level.	Web based program, resources and materials	Operating funds	$25,000.00
Attendance	Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Plasco system and training	Operating funds	$19,000.00
Attendance	Parent /Student notifications regarding excessive absences and tardies (Connect Ed and Plasco)	Connect Ed System	Operating funds	$3,000.00
STEM	Incorporates critical thinking and problem-solving skills. Utilize Cisco Linking of Classes Media to integrate lessons in classrooms	Cisco Digital Media Technology	Internal	$20,000.00
STEM	Laptops used for Future City courses	Laptops	Internal	$35,000.00
STEM	Robots utilize for Robotics courses	Robots	Internal	$20,000.00
				Subtotal: $122,000.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use incentives to encourage students to participate in the after school tutoring or reading plus program consistently.	Prizes and small gift cards	PTSI	$500.00

Science	Science Incentives	Incentives for students scoring a 4 or higher on the Biology EOC administration	SAC	$1,000.00
Writing	Writing Incentives	Incentives for students receiving a level 3 or higher on the Writing administration	SAC	$1,000.00
Suspension	Counselors will be conducting Character Education Seminar for student throughout the year (Bullying)	Videos and materials	Operating	$200.00
			Subtotal: $2,700.00	
			Grand Total: $153,630.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 10/14/2012)

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
Funds will be anticipated for Writing incentives	$1,000.00
Funds will be anticipated for Science incentives	$1,000.00

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

The School Advisory Council has an important function for the success of Doral Academy of Technology School. Listed below are some of the functions of the SAC.
Reach out to business communities as a partnership.
Increase parental involvement.
Discuss strengths and weaknesses as it relates to students achievement.
Monitor the implementation of the School Improvement Plan through ongoing data analysis from district interims and mini assessments.
Monitor and review the spending of school funds.
Review and monitor data regarding student performance of interim assessments, End of Course Exams and FCAT assessments.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found