

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CORAL GABLES ELEMENTARY SCHOOL

District Name: Dade

Principal: Cheli Cerra

SAC Chair: Jill Gonzalez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/29/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Bachelor of Science in Elementary Ed			Principal Coral Gables Preparatory Academy 2011-2012: Grade: A, Reading Mastery: 85%, Math Mastery: 78%, Lrning Gains RDG-87%, Lrning Gains MATH-76%, Lowest 25% Lrning Gains RDG-85%, Lowest 25% Lrning Gains MATH-57% ELL sub-groups did not make AMO in Reading. Hispanic and ED subgroups did not make AMO in Math. 2010-2011: Grade: , A Reading Mastery: 93%, Math Mastery: 90%, 97%. Lrning Gains RDG-71%, Lrning Gains MATH-73%, Lowest 25% Lrning Gains RDG-84%, Lowest 25% Lrning Gains MATH-81% AYP: All subgroups made AYP. 2009-2010: Grade: A, Reading Mastery:

Principal	Cheli Cerra	Masters in Computer Science Certification in Educational Leadership	10	17	<p>95%, Math Mastery: 93%, % Lrning Gains RDG-74%, Lrning Gains MATH-72%, Lowest 25% Lrning Gains RDG-65%, Lowest 25% Lrning Gains MATH-74% AYP: All subgroups made AYP.</p> <p>2008-2009: Grade: A, Reading Mastery: 93%, Math Mastery: 93%,Lrning Gains RDG-80%, Lrning Gains MATH-75%, Lowest 25% Lrning Gains RDG-85%, Lowest 25% Lrning Gains MATH-80% AYP: SWD students did not make AYP in Reading and Math.</p> <p>2007-2008: Grade: A, Reading Mastery: 94%, Math Mastery: 94%, Lrning Gains RDG-71%, % Lrning Gains MATH-767%, Lowest 25% Lrning Gains RDG-73%, Lowest 25% Lrning Gains MATH-65% AYP: 95%. SWD students did not make AYP in Reading and Math.</p>
Assis Principal	Aylin R. Mendiola	Bachelor of Science in Elementary/ Bilingual Ed., Masters in Educational Leadership	17	20	<p>Assistant Principal Coral Gables Preparatory Academy 2011-2012: Grade: A, Reading Mastery: 85%, Math Mastery: 78%, Lrning Gains RDG-87%, Lrning Gains MATH-76%, Lowest 25% Lrning Gains RDG-85%, Lowest 25% Lrning Gains MATH-57% ELL sub-groups did not make AMO in Reading. Hispanic and ED subgroups did not make AMO in Math.</p> <p>2010-2011: Grade: , A Reading Mastery: 93%, Math Mastery: 90%, 97%. Lrning Gains RDG-71%, Lrning Gains MATH-73%, Lowest 25% Lrning Gains RDG-84%, Lowest 25% Lrning Gains MATH-81% AYP: All subgroups made AYP.</p> <p>2009-2010: Grade: A, Reading Mastery: 95%, Math Mastery: 93%, % Lrning Gains RDG-74%, Lrning Gains MATH-72%, Lowest 25% Lrning Gains RDG-65%, Lowest 25% Lrning Gains MATH-74% AYP: All subgroups made AYP.</p> <p>2008-2009: Grade: A, Reading Mastery: 93%, Math Mastery: 93%,Lrning Gains RDG-80%, Lrning Gains MATH-75%, Lowest 25% Lrning Gains RDG-85%, Lowest 25% Lrning Gains MATH-80% AYP: SWD students did not make AYP in Reading and Math.</p> <p>2007-2008: Grade: A, Reading Mastery: 94%, Math Mastery: 94%, Lrning Gains RDG-71%, % Lrning Gains MATH-767%, Lowest 25% Lrning Gains RDG-73%, Lowest 25% Lrning Gains MATH-65% AYP: 95%. SWD students did not make AYP in Reading and Math.</p>
					<p>Assistant Principal Coral Gables Preparatory Academy 2011-2012: Grade: A, Reading Mastery: 85%, Math Mastery: 78%, Lrning Gains RDG-87%, Lrning Gains MATH-76%, Lowest 25% Lrning Gains RDG-85%, Lowest 25% Lrning Gains MATH-57% ELL sub-groups did not make AMO in Reading. Hispanic and ED subgroups did not make AMO in Math.</p> <p>Assistant Principal Cutler Ridge Middle School 2010-2011: Grade: C, Reading Mastery: 52%, Math Mastery: 42%, Lrning Gains RDG-57%,</p>

Assis Principal	Carlos M. Martinez	Bachelor of Science in Secondary/ Ed. Masters in Educational Leadership	2	8	<p>% Lrning Gains MATH-56%, Lowest 25% Lrning Gains RDG-68%, Lowest 25% Lrning Gains MATH-65 AYP: No.</p> <p>2009-2010: Grade: , C Reading Mastery: 56%, Math Mastery: 51%, Lrning Gains RDG-63%, % Lrning Gains MATH-62%, Lowest 25% Lrning Gains RDG-87%, Lowest 25% Lrning Gains MATH-67% AYP: No.</p> <p>2008-2009: Grade: C, Reading Mastery: 49%, Math Mastery: 47%, Lrning Gains RDG-25%, % Lrning Gains MATH-61%, Lowest 25% Lrning Gains RDG-70%, Lowest 25% Lrning Gains MATH-67% AYP: No.</p> <p>2007-2008: Grade: C, Reading Mastery: 53%, Math Mastery: 51%, Lrning Gains RDG-60%, % Lrning Gains MATH-69%, Lowest 25% Lrning Gains RDG-67%, Lowest 25% Lrning Gains MATH-69% AYP: No.</p>
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INSTRUCTIONAL COACHES

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

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)
No data submitted				

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	Newly hired teachers will be provided a mentor teacher within their subject area and/or grade level.	Principal, Assistant Principals	On-going	
2	Observations of and by Highly Qualified teachers to strengthen new teachers' teaching skills.	Principal, Assistant Principals	On-going	
3	Professional Development will be scheduled and implemented at the school site to expand teaching/academic/leadership skills for the entire faculty.	Principal, Assistant Principals	On-going	
4	Weekly grade level meetings and monthly RtI LeadershipTeam meetings.	Principal, Assistant Principals	On-going	

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
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Non-Highly Effective-0
Teaching Out of Field-6

Ensure that teachers are
completing their course
work.

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
51	3.9%(2)	11.8%(6)	52.9%(27)	11.8%(6)	45.1%(23)	100.0%(51)	7.8%(4)	11.8%(6)	60.8%(31)

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
Liliam Padron	none	none	none
Adelaida Gonzalez	none	none	none

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered System of Supports MTSS/Response to Intervention (MTSS/RtI) Leadership Team at Coral Gables Preparatory Academy consists of: Principal, Assistant Principals, Grade Level Chairpersons, Special Education Chairperson, School Counselors, School Psychologist, EESAC Chairperson, and the UTD Steward.

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

The MTSS/RtI Leadership Team at Coral Gables Preparatory Academy consists of: Principal -Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documents school-based MTSS/RtI plans and activities. Assistant Principals-Assists the Principal in providing a common vision for the use of data-based decision-making and helps to ensure that the school-based team is implementing MTSS/RtI. Along with the Principal, they conduct assessment of MTSS/RtI skills of school staff and aids in the implementation of intervention support and documentation. Collaborates with the Principal to ensure adequate professional development to support the MTSS/RtI implementation and assists in parent communication regarding school-based RtI plans and activities. Grade Level Chairpersons provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels. Special Education Chairperson participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students. ELL Chairperson provides information about ELL instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction. School Social Worker meets with parents to complete the Family Background Screening forms, provides intervention with individual counseling and community resources. Social Work is the one of links between home and school. School Counselors provide quality services and expertise to faculty, staff, and parents on intervention with individual students regarding the student's academic, emotional, behavioral, and social success. School Psychologist provides quality services and expertise to faculty, staff and parents on intervention with individual

students regarding the student's academic, emotional, behavioral, and social success.

Educational Excellence School Advisory Council (EESAC) Chair disburses information to parents, faculty, and community members.

UTD Steward collaborates with the administrative team to gather pertinent information and disseminate to faculty and staff members in a timely manner.

The MTSS/Rtl Leadership Team will meet monthly to discuss items including monthly test data, at risk, bubble students and /or students needing enrichment, professional development, tutorial programs, and any opportunities that will help increase student achievement to meet school success and implement the School Improvement Plan. The MTSS/Rtl Leadership team will also meet with grade levels to strengthen and tailor the instructional focus and to target all groups of students including the lowest performing students as well as reporting categories needing focus to help increase student achievement, meet school success, and implement the School Improvement Plan.

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/Rtl Leadership Team will meet with the Grade Level Chairs, the faculty, staff, and ESSAC to review the prior year's SIP, progress made, adjustments needed, and possible SIP goals, objectives, and strategies for the upcoming school year. Based on the information provided by all stakeholders, a SIP Team will be selected to develop the SIP.

MTSS Implementation

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

Data will be used to guide instructional decisions and system procedures for all students to:

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

Managed data will include:

Academic:

- FAIR assessments
- Interim assessments
- State / District Reading, Math, Science, and Writing assessments
- FCAT Reading, Math and Science FCAT 2.0
- Student grades
- School site specific assessments
- Edusoft Reports

Behavior:

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day / per month
- Team climate surveys
- Attendance

Describe the plan to train staff on MTSS.

The Rtl Team has developed Professional Development needs for the next school year. Professional development will be provided during grade levels' planning times and small group sessions will occur throughout the year. Professional Development will also be provided on District Professional Development designated days. Training on more test data utilization to drive instruction will be implemented throughout the year. The Rtl Leadership Team will also evaluate additional staff development needs during monthly meetings.

Describe the plan to support MTSS.

Describe the plan to support MTSS.

Based upon the information from <http://www.florida-rti.org> but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) at Coral Gables Preparatory Academy consists of: Principal: Cheli Cerra, Assistant Principals: Aylin R. Mendiola(Elementary), and Carlos Martinez (MLC), Grade Level Chairpersons: Primary Grade Chair-Adelaida Gonzalez and Intermediate Grade Chair-Jill Gonzalez, Special Education Chairperson: Yanet Napoles-Quintero, ELL Chairperson: Grissel Niebla, Media Specialist: Milene del Rio, the Content Area Teachers-Alicia C. Martinez and Elena Veloso, and the UTD Steward: Ana del Cerro

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

The Literacy Leadership Team (LLT) at Coral Gables Preparatory Academy consists of: Principal - Provides a common vision for the use of data based decision-making, ensures that the school-based team is monitoring and implementing the Comprehensive Research-based Reading Plan(CRRP), Comprehensive Core Reading Program (CCR), Supplemental Intervention Reading Program (SIRP), the Comprehensive Intervention Reading Program (CIRP), and appropriate assessments are conducted in a timely manner as mandated by the district and the state. The principal will also ensure implementation of district educational technology programs are utilized appropriately and adequate professional development is provided to support the CRRP implementation.

Assistant Principals: Assist the Principal in monitoring and ensuring the proper implementation of the CRRP school wide.

Reading Coach: Assists the principal in monitoring and ensuring the proper implementation of the CRRP school wide. With the support of the administration, the Reading Coach will review school wide data to provide accurate differentiated instruction, skills, and strategies for making data-driven instructional decisions with faculty following all District wide testing including FAIR assessments. Will provide information and support to the faculty on Literacy topics including pertinent professional development, the new pacing guides, and the New Generation Sunshine State Standards. Will also provide onsite support of the fidelity of the implementation of the CRRP, as well as supplemental reading materials.

Primary/Intermediate Chairpersons: Primary Grade Chair and Intermediate Grade Chair will provide information about core instruction and the use of appropriate CRRP instructional materials, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities in their respective grade levels.

Special Education Chairperson: Participates in student data collection, integrates CCRP core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers about consultative students.

ELL Chairperson: Provides information about ELL CRRP instruction, participates in student data collection, delivers Tier 1/ELL instruction/intervention, collaborates with other staff to implement Tier 2/ELL interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities pertaining to ELL instruction.

Media Specialist: Assist the Principal in monitoring and ensuring the proper implementation of the CRRP school wide.

Content Area Teachers: Participates in student data collection, and collaborates with general education teachers to ensure the proper implementation of the CRRP school wide.

UTD Steward: Collaborates with the administrative team to gather pertinent information and disseminate to faculty and staff members in a timely manner.

The Principal and Leadership Team will meet with teachers and designated staff either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. These documents will be utilized to guide the process of teaching, assessing, re-teaching, and re-assessing. The Reading Coach and Leadership Team members will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. They will also help with the process of grading, recording, and charting student scores.

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

Data analysis of all district wide and state assessments will ensure proper implementation of differentiated instruction, intervention and enhancement. Furthermore, monitoring and assisting with the proper implementation of the Common Core, pacing guides and the Next Generation Sunshine State Standards will be paramount to making gains in the 2012-2013 school year.

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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team including the administration monitors the implementation of school wide literacy strategies across the curriculum.

- All teachers will contribute to their student's reading improvement by implementing the Comprehensive Research-based Reading Plan(CRRP).
- Through the use of data, ensure the implementation of differentiated instruction in all classroom settings.
- Provide professional development opportunities in reading across the curriculum and the necessary support to assist the teachers.
- Ensure all classes implement interactive word walls to expand vocabulary to further increase comprehension.
- Involve content area classes to assist with informational text/research process by incorporating text features and graphic organizers.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that, 25% (109) of students achieved Level 3 proficiency. Our goal for the 2013 school year is to increase level 3 student proficiency to 27%(117)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(109)	27%(117)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. Third Grade students struggled with compare/contrast elements, topics, settings, characters, and problems in single or multiple texts. (Grade 3 "within text only").	A school-wide Accelerated Reading Program, Reading Plus, Time for Kids and Scholastic Magazines, Leveled Libraries and Florida Achieves FOCUS activities will be implemented to assist the students with the Reading Application category in the areas of author's purpose for writing, author's perspective, inferencing, main idea, conclusion, and text structures including cause/effect, compare/contrast, chronological order, and inferencing.	May include MTSS/Rtl Team, Administrative Team, and Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Reading Application. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process	Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative: 2013 FCAT Reading 2.0 Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis/Fiction/Non-Fiction Fourth Grade students struggled with with idiomatic and figurative language, and character development.	Implement strategies focusing on character development ,character point of view and story structure within and across texts.	May include MTSS/Rtl Leadership Team, Administrative Team, and Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Informational Text and Research Process. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process	Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative: 2013 FCAT 2.0 Assessment.
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text and Research Process Fifth and Sixth Grade students struggled with using text	Programs including Time for Kids and Scholastic Magazines, Leveled Libraries and Florida Achieves FOCUS activities will be implemented to assist the students with Category 4 Informational Text and	May include MTSS/Rtl Team, Administrative Team, and Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Informational Text and Research Process. Review District Interim Assessment Data reports to ensure progress is being made and adapt	Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus.

	features to locate, interpret and organize information..	Research Process to use text features to locate, interpret and organize information.		instruction as needed using the FCIM process.	Summative: 2013 FCAT 2.0 Assessment.
4	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary. Seventh Grade students struggled with understanding word relationships, recognizing context clues, and discerning multiple meanings for words.	Implement strategies focusing on prefixes, suffixes, root words, synonyms, antonyms, and understanding differences between literal and figurative meanings of words.	May include MTSS/Rtl Team, Administrative Team, and Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Vocabulary. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process	Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative: 2013 FCAT 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	Based on the 2012 FCAT 2.0 Reading data, 60%(260) of students achieved above proficiency in the 2012 Administration of the FCAT 2.0 Reading Test. Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency to 61%(265)
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(260)	61%(265)

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
	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration	Students will identify and interpret elements of story structure within and across texts through enrichment activities incorporating the use of	May include Administrative Team, and Literacy Leadership Team	Using the FCIM process there will be ongoing classroom assessments focusing on students' knowledge of Literary Analysis/Fiction/Non-	Formative: Student Work Samples and Interim Assessments.

1	of the FCAT Reading Test was Reporting Category 3, Literary Analysis/Fiction/Non-Fiction. These students struggled with reading strategies needed to Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.	non-fiction articles, real world documents, novels, poetry, figurative language and use and identify text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information from real world documents.	Fiction. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed by incorporating the FCIM process.	Summative: 2013 FCAT 2.0 Reading Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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	NA	NA	NA	NA	NA

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:	Based on the 2012 FCAT 2.0 Reading data, 87% (276) of students made learning gains in the 2012 Administration of the FCAT 2.0 Reading Test. Our goal for the 2012-2013 school year is to increase students achieving learning gains to 92%(292).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(276)	92%(292)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	As noted on the 2012 administration of the FCAT Reading 2.0 Test, the percent of students making learning gains increased by 5 percentage points. as compared to the 2011 FCAT Reading 2.0 Test. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. Limited time is available for students to utilize and incorporate technology into becoming successful readers.	1 Teachers will implement reading programs including SuccessMaker, Accelerated Reader, Time for Kids and Scholastic magazines, FCAT Explorer and Reading Plus with fidelity.	May include MTSS/ Rtl Team, Administrative Team, and Literacy Leadership Team	Using the FCIM process, review student data including Accelerated Reader, STAR, SuccessMaker, FCAT Explorer and Reading Plus Reports.	. Formative: Interim Assessments, Review of data including AR Reports, STAR Reports, SuccessMaker, FCAT Explorer and Reading Plus Reports. Summative: 2013 FCAT 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	Based on the 2012 FCAT 2.0 Reading 2.0 Administration 85% (48) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase proficiency to 90% (50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(48)	90% (50)

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	<p>As noted on the 2012 administration of the FCAT Reading 2.0 Test, the percent of students in the lowest 25% making learning gains increased by 17 percentage points as compared to the 2011 FCAT Reading 2.0 Test.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.</p> <p>Students need to continue to receive remediation and intervention. Tutoring options are limited</p>	<p>Teachers and staff will provide and monitor fluid small group instruction and differentiated instruction through volunteer tutorial programs including America Reads, Parent Altogether Improve Reading (P.A.I.R.), KinderKlub, and the Voyager Program to promote student achievement.</p>	<p>1May include MTSS/ Rtl Team, Administrative Team, and Literacy Leadership Team</p>	<p>Ongoing review of student data to determine placement and progress using the FCIM process.</p>	<p>Formative: Weekly Assessments, Interim Assessments, Student Data, Lesson Plans, Schedules, Volunteer Tutorial Program Logs, Voyager Checkpoints, AR Reports, STAR Reports, SuccessMaker, FCAT Explorer and Reading Plus Reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</p>
2	<p>As noted on the 2012 administration of the FCAT Reading 2.0 Test, the percent of students in the lowest 25% making learning gains increased by 17 percentage point as compared to the 2011 FCAT Reading 2.0 Test.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text and Research Process Students struggled with Validity and reliability of information within and across texts. Students need to continue to receive remediation and intervention. Tutoring options are limited.</p>	<p>Teachers and staff will provide and monitor fluid small group instruction and differentiated instruction through volunteer tutorial programs including America Reads, Parent Altogether Improve Reading (P.A.I.R.), KinderKlub and the Voyager Program to promote student achievement.</p>	<p>May include MTSS/ Rtl Team, Administrative Team, and Literacy Leadership Team</p>	<p>Ongoing review of student data to determine placement and progress using the FCIM process.</p>	<p>Formative: Weekly Assessments, Interim Assessments, Student Data, Lesson Plans, Schedules, Volunteer Tutorial Program Logs, Voyager Checkpoints, AR Reports, STAR Reports, and Reading Plus Reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</p>

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 is to decrease by 50% the non-proficient students from the 2011 Reading Baseline to the administration of the 2017 FCAT 2.0 Reading administration.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84%	85%	87%	88%	90%	

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.	N/A
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Based on the 2012 FCAT 2.0 administration 64% (15) of students in the ELL subgroup met the reading proficiency target. Our goal for the 2012-2013 school year is to increase proficiency by to 73% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(15)	73%(18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Administration Reading Test was Reporting Category 2: Reading Application. Students struggled with main idea and relevant details.	Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing text through the use of Scholastic/Time for Kids and Science News for Kids(online access) magazines.	May include MTSS/Rtl Team, Administrative Team, and Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Reading Application. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process.	Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing focus calendars and data teachers will effectively implement reading programs including SuccessMaker, Accelerated Reader, Reading Plus, and Ticket to Read.	K-8	Principal, Assistant Principals	All Teachers	August 22, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	MTSS/RTI Leadership Team/Literacy Leadership Team
Refresher Trainings						

including SuccessMaker, Accelerated Reader/ STAR, and Reading Plus Reading Programs.	K-8	Principal, Assistant Principals Media Specialist and PD Liaison	All Teachers	August 21, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Media Specialist and PD Liaison
Common Core Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing texts through the use of Scholastic and Time for Kids magazines.	Scholastic and Time For Kids magazine subscriptions.	School PTSA	\$3,500.00
Scholastic Magazines-Middle School	Scholastic/Scope Magazines(6-8)	School Discretionary Fund(02)	\$600.00
			Subtotal: \$4,100.00
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: \$4,100.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2012 CELLA Test indicate that, 69% (68) of students achieved proficiency in Listening/Speaking. Our goal is to increase student proficiency in Listening/Speaking by 2 percentage points to 71%.

2012 Current Percent of Students Proficient in listening/speaking:

69% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggled with relating new vocabulary words to familiar words in English when listening and speaking.	Through the use of ESOL strategies, teachers and staff will provide and monitor fluid small group instruction and differentiated instruction utilizing Houghton Mifflin supplemental materials through volunteer tutorial programs during school	May include MTSS/ RtI Team, Administrative Team, LEP Committee, and Literacy Leadership Team	Ongoing review of student data to determine placement and progress using the FCIM process.	Formative: Weekly Assessments, Interim Assessments, Student Data, Lesson Plans, Schedules, Volunteer Tutorial Program Logs, Voyager Checkpoints, AR Reports, STAR Reports, SuccessMaker, FCAT Explorer and Reading Plus Reports. Summative: 2013 CELLA Assessment.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Test indicate that, 44% (44) of students achieved proficiency in reading. Our goal is to increase student proficiency in Reading by 2 percentage points to 46%..

2012 Current Percent of Students Proficient in reading:

44%(44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggled with Reading Application including main idea, compare/contrast elements, topics, settings, and characters.	To improve listening skills, students will participate in numerous activities such as doing, choosing, answering, condensing, extending, duplicating, modeling and conversing. The listening component will be built into the ELL lessons based on these activities/response types. To improve speaking skills, students will	May include MTSS/ RtI Team, Administrative Team, and LEP Committee.	Ongoing classroom assessments focusing on students' knowledge of Reading Application. Review District Interim Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process	. Formative: Interim Assessments, Review of data including Accelerated Reader, STAR Teacher/Student Reports, and Reading Plus. Summative: 2013 CELLA Assessment.

	concentrate on their pronunciation and intonation, as well as Speaking skills. Students will study and practice the essential aspects of speaking and listening in		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that, 42% (42) of students achieved proficiency in writing. Our goal is to increase student proficiency in Writing by 2 percentage points to 44%.
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2012 Current Percent of Students Proficient in writing:

42% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggled with pre-writing activities including generating ideas from multiple sources and formulating a plan using English language acquisition skills.	Through the use of ESOL strategies, students will be encouraged to develop and maintain a writer's notebook and use organizational strategies to make a plan for writing using English language acquisition skills.	May include MTSS/ RtI Leadership Team, Administrative Team.	Ongoing classroom assessments focusing on students' pre-writing skills Review District Writing Assessment Data reports to ensure progress is being made and adapt instruction as needed using the FCIM process.	Formative: District Writing Assessments, Weekly writing samples Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:	The results of the 2012 FCAT 2.0 Mathematics test indicates that 28% (120) of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 32%(139).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(120)	32%(139)

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 3rd Grade students showed an area of deficiency in Reporting Category 1, Number: Operations, Problems, and Statistics as noted on the 2012 administration of the FCAT Mathematics 2.0 Test. Students need greater access to a variety of technological programs	.Students will be given opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills through the implementation of the Common Core Standards for mathematics, manipulatives and hands-on experiences with grade- level appropriate real life problems and the GoMath Houghton-Mifflin Enrichment Kits.	May include MTSS/ Rtl Leadership Team, Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Implement GoMath Houghton-Mifflin Enrichment Differentiated Instruction, FI Achieves FOCUS! Activities, SuccessMaker, Gizmos, Think Central and FCAT Explorer, Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, Go Math D.I. logs, SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT 2.0 Mathematics
2	The 4th and 5th Grade students showed an area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. This deficiency is due to limited access to manipulatives for each classroom, limited differentiated instruction implementation, and the transition to the Common Core Standards the Next Generation Standards.	Implement Cross-Teaching in the 4th and 5th grades and increase the use of manipulatives and cooperative learning groups of students during differentiated instruction and whole group time to provide students an opportunity to solve problems and communicate their thinking and to increase student scores in the content cluster of Geometry and Measurement.	May include MTSS/ Rtl Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Implement SuccessMaker, Florida Achieves FOCUS! Activities, Gizmos, Compass Learning and FCAT Explorer, Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Monthly Assessments including Chapter Tests and District Interim Assessments data reports ,Classroom Assessments, Student Folders, SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.

NA

Mathematics Goal # 1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics test indicates that 50% (216) of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 51%(222).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (216)	51% (222)

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 Level 4 and 5 students showed an area of deficiency in Reporting Category 1, Number: Operations, Problems, and Statistics as noted on the 2012 administration of the FCAT Mathematics 2.0 Test. Students need greater access to a variety of technological programs.	Through the use of online websites including NCTM Illuminations, Thinkfinity, and Gizmos, students will be given enrichment opportunities to foster the use of meanings of numbers, the use of models, place-value, and the use of properties of operations. Students will develop quick recall of basic facts and fluency with multi-digit operation of numbers, as well as addition and subtraction of fractions and decimals.	May include Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Implement GoMath Houghton-Mifflin Enrichment Differentiated Instruction, SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, Go Math D.I. logs, SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT 2.0 Mathematics Assessment.
2	The Level 4 and 5 students showed an area of deficiency in Reporting Category 1, Number: Operations, Problems, and Statistics as noted on the 2012 administration of the FCAT Mathematics 2.0 Test. Students need greater access to a variety of	Students In the Elementary and Middle grades, will implement the use of technology, graphing calculators, Florida Achieves Focus Assessment Resources, and Inquiry-based lessons to promote authentic and rigorous student engagement through access to online	May include Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Implement SuccessMaker, FI Achieves FOCUS! Activities, NCTM Illumination website, Gizmos, Think Central, Riverdeep, and FCAT	Formative: Classroom Assessments, District Interim Assessments, Student Folders, SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013

technological programs	websites including NCTM Illuminations and Gizmos websites.	Explorer Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	FCAT 2.0 Mathematics Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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 2.0 Mathematics test indicates that 76% (241) of the students made learning gains. Our goal for the 2012-2013 school year is to increase student proficiency to 81% (257).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(241)	81% (257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. There needs to be consistency of intervention strategies and differentiated instruction.	Provide and monitor consistent fluid small group instruction and visual stimulus to increase the percent of students making learning gains and the lowest 25% of students making learning gains.	May include MTSS/ RtI Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement SuccessMaker, Gizmos, Think Central, Riverdeep, and FCAT Explorer, Programs. Conduct grade level meetings and data chats to obtain teacher	Formative: Classroom Assessments, District Interim Assessments, Tutoring Logs, SuccessMaker, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT 2.0

			feedback through the FCIM process.	Mathematics Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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	NA	NA	NA	NA	NA

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 2011-2012 FCAT 2.0 Mathematics Test indicates 57% (36) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning to 67% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(36)	67%(42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. Consistency of intervention strategies and differentiated instruction.	Identify the lowest performing students in grade 3-8 based on instructional needs; Implement cross-teaching in 4th-5th grade levels and a rotation schedule for small group instruction during the 60-minute instructional block, provide tailored instruction based on the MTSS/ RtI model to ensure scaffold instruction is occurring with validity.	May include MTSS/ RtI Team, Administrative Team.	Monitor data chats, Tutoring Logs, Lesson Plans, monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment using the FCIM process	Formative: Classroom Assessments, District Interim Assessments, Tutoring Logs, SuccessMaker, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from the 2011 Mathematics Baseline to the administration of the 2017 FCAT 2.0 Reading administration.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	NAThe results of the 2012 FCAT 2.0 Mathematics administration indicates that 76% (254) of the students in the Hispanic Subgroup met the mathematics proficiency target. Our goal for the 2013 school year is to increase proficiency to 80% (267).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(254)	80%(267)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. Consistency of intervention strategies and differentiated instruction.	Identify the students in the Hispanic subgroup based on instructional needs; Implement a rotation schedule for small group instruction and provide tailored instruction based on the MTSS/ RtI model.	May include MTSS/ RtI Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement District Pacing Guides and CCSS Lessons and Activities. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, and Student Folders. Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics administration indicates that 69% (114) of the students in the Economically Disadvantaged Subgroup met the mathematics proficiency target. Our goal for the 2013 school year is to increase proficiency to 69% (114).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(104)	69%(114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 mathematics administration was Reporting Category 1: Number: Operations, and Problems. Students have limited access to a variety of technological programs.	Identify the Economically Disadvantaged students in grade 3-8 based on instructional needs; in addition, provide small group differentiated instruction using technological programs with consistency. Provide professional development to infuse District Pacing Guides Common Core State Standards and Next Generation Sunshine State Standards.	May include MTSS/ RtI Team, Administrative Team	1Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM model. Implement SuccessMaker, Gizmos, Compass Learning and FCAT Explorer, Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the use of the FCIM model.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, SuccessMaker, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT Mathematics 2.0 Assessment

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics test indicates that 28% (120) of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 32%(139).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (120)	32%(139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test for sixth and seventh grade students was Reporting Category 3, Geometry and Measurement. This deficiency is due to limited access to manipulatives for each classroom	Assist students in in the Middle School to move from the concrete to more abstract models by increasing the use of manipulatives (National Library of Virtual Manipulatives), NCTM Illuminations website., Gizmos, interactive websites, Holt online text resources, and calculators. They will also utilize a variety of graph paper to explore area and perimeter of two dimensional figures	May include MTSS/Rtl Team, Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos, FCAT 2.0 benchmark worksheets, FL- Achieves Focus Assessments, Holt McDougal online texts, NCTM Illumination Lessons and Activities, and National Library of Virtual Manipulatives. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments including Chapter Tests, District Interim Assessments data reports, Student Folders, Gizmos. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 50% (216) of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 51%(222).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (216)	51%(222)

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 Level 4 and 5 students showed an area of deficiency in Reporting Category 1, Number: Operations, Problems, and Statistics as noted on the 2012 administration of the FCAT Mathematics 2.0 Test. Students need greater access to a variety of technological programs	Students In the Middle School, will implement the use of technology, graphing calculators, Florida Focuses Achieves Assessment Resources, and Inquiry-based lessons to promote authentic and rigorous student engagement will be provided.1.	May include Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos, FCAT 2.0 benchmark worksheets, FL- Achieves Focus Assessments, Holt McDougal online texts, NCTM Illumination Lessons and Activities, and National Library of Virtual Manipulatives. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, Gizmos. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics test indicates that 76% (241) of the students made learning gains. Our goal for the 2012-2013 school year is to increase student proficiency to 81% (257).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (241)	81% (257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. There needs to be consistency of intervention strategies and differentiated instruction.	Compare, contrast and convert units of measure between different measurement systems (US customary or metric (SI), dimensions, and derived units to solve problems. gains	May include MTSS/Rtl Team, Administrative Team, and Literacy Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos, FCAT 2.0 benchmark worksheets, FL-Focus Achieve Assessments, Holt McDougal online texts, NCTM Illumination Lessons and Activities, and National Library of Virtual Manipulatives. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, Gizmos. Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

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

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	NA	NA	NA	NA	NA

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 2011-2012 FCAT 2.0 Mathematics Test indicates 57% (36) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains to 67% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (36)	67% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. Consistency of intervention strategies and differentiated instruction.	Identify the lowest performing students in the middle school based on instructional needs; Implement a rotation schedule for small group instruction during instructional block, provide tailored instruction based on the MTSS/ RtI model to ensure scaffold instruction is occurring with validity.	May include MTSS/ RtI Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos, FCAT 2.0 benchmark worksheets, FL-Focus Achieve Assessments, Holt McDougal online texts, NCTM Illumination Lessons and Activities, and National Library of Virtual Manipulatives. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	3Formative: Classroom Assessments, District Interim Assessments, Student Folders, Gizmos. Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from the 2011 Mathematics Baseline to the administration of the 2017 Math FCAT 2.0 administration.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics administration indicates that 76% (254) of the students in the Hispanic Subgroup met the mathematics proficiency target. Our goal for the 2013 school year is to increase proficiency to 80% (267).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(254)	80%(267)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics 2.0 Test was Reporting Category 3, Geometry and Measurement. Consistency of intervention strategies and differentiated instruction.	Identify the students in the Hispanic subgroup based on instructional needs; Implement a rotation schedule for small group instruction during instructional block, provide tailored instruction based on the MTSS/ RtI model.	May include MTSS/ RtI Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement District Pacing Guides and CCSS Lessons and Activities. Conduct grade level meetings and data chats to obtain teacher feedback through the FCIM process.	Formative: Classroom Assessments, District Interim Assessments, and Student Folders. Summative: 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

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	NA	NA	NA	NA	NA

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics administration indicates that 63% (104) of the students in the Economically Disadvantaged Subgroup met the mathematics proficiency target. Our goal for the 2013 school year is to increase proficiency to 69%(114).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (104)	69%(114)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 mathematics administration was Reporting Category 1: Number: Operations, and Problems. Students have limited access to a variety of technological programs.	Identify the Economically Disadvantaged students in grade 3-8 based on instructional needs; in addition, provide small group differentiated instruction using technological programs with consistency. Provide professional development to infuse District Pacing Guides Common Core State Standards and Next Generation Sunshine State Standards.	May include MTSS/Rtl Team, Administrative Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM model. Implement SuccessMaker, Gizmos, Compass Learning and FCAT Explorer, Programs. Conduct grade level meetings and data chats to obtain teacher feedback through the use of the FCIM model.	Formative: Classroom Assessments, District Interim Assessments, Student Folders, SuccessMaker, Think Central, Riverdeep, and FCAT Explorer Reports. Summative: 2013 FCAT Mathematics 2.0 Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC Test indicates that ___% (__) of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to achieve Level 3 student proficiency at 27% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
___%()	27% (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
	The area of deficiency as noted on the 2012	Provide students with more practice and	May include Administrative	Review formative assessment data	Formative: Monthly

1	administration of the Algebra 1 Baseline data, is in the area of Polynomials.	opportunities to formulate and use different strategies to solve one and two step linear equations including equations with rational coefficients.	Team.	reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos and FCAT Explorer/Florida Achieves FOCUS, Formative: Classroom Assessments, District Interim Assessments, Student Folders, Gizmos. Assessment.Programs. Conduct math department meetings and data chats to address focus calendars and redirect instruction according to students' needs using the FCIM process.	Assessments including Chapter Tests and District Interim Assessments data reports ,Classroom Assessments, Student Folders, Gizmos, EDUSOFT, and FCAT Explorer/Florida Achieves FOCUS Reports. Summative: 2013 Algebra EOC Test.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC Test indicates that _____of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to achieve student proficiency at 73% (11)
2012 Current Level of Performance:	2013 Expected Level of Performance:
--%(--)	73% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra 1 Baseline data, is in the area of Quadratics.	Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra and provide students with more practice and opportunities to formulate and use different strategies when using quadratic equations to solve real world problems.	May include Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Implement Gizmos and FCAT Explorer, Programs. Conduct math department meetings to address focus calendars and redirect instruction according to students' needs.	Formative: Monthly Assessments including Chapter Tests and District Interim Assessments data reports ,Classroom Assessments, Student Folders, Gizmos, EDUSOFT, and FCAT Explorer Reports. Summative: 2013 Algebra EOC Test.

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 school year 2012-2013 is the first year that The school is offering Geometry. Zero percent(0) of the students achieved Middle third proficiency. Our goal for the 2012-2013 school year is to increase Middle third student proficiency to 20% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (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	The area of deficiency as noted on the 2012 administration of the Geometry Baseline data was in the area of Two Dimensional Geometry. Limited access to manipulatives and other resources and the transition to the Common Core Standards and the Next Generation Standards.	Provide students with practice in using coordinate geometry to find perimeters and areas of composite two dimensional figures through the use of online and offline manipulatives.	May include Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process Implement Gizmos and FCAT Explorer, Programs. Conduct math department meetings to address focus calendars and redirect instruction according to students' needs using the FCIM process.	Formative: Monthly Assessments including Chapter Tests and District Interim Assessments data reports ,Classroom Assessments, Student Folders, Gizmos, EDUSOFT, and FCAT Explorer Reports. Summative: 2013 Geometry EOC 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The school year 2012-2013 is the first year that The school is offering Geometry. Zero percent(0) of the students achieved Upper third proficiency. Our goal for the 2012-2013 school year is to increase Upper third student proficiency to 20% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (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	The area of deficiency as noted on the 2012 administration of the Geometry Baseline data was in the area of Two Dimensional Geometry. Lack of experience with Inductive reasoning strategies.	Provide students with practice and enrichment in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines and provide inductive reasoning strategies that include discovery learning activities	May include Administrative Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Implement Gizmos and FCAT Explorer, Programs. Conduct math department meetings to address focus calendars and redirect instruction	Formative: Monthly Assessments including Chapter Tests and District Interim Assessments data reports ,Classroom Assessments, Student Folders, Gizmos, EDUSOFT, and FCAT Explorer Reports.

				according to students' needs using the FCIM process.	Summative: 2013 Geometry EOC Test.
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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
SuccessMaker, Gizmos, Compass Learning Refresher Trainings	3-8	Math School Liaison	3rd-8th Grade Teachers	October 11, 2012	Data Chats, Lesson Plans, Grade Books, SuccessMaker Gizmos, Compass Learning Reports	Principal Assistant Principals
Strategies for Math-based Inquiry Learning-Interactive Notebooks (IAN) Labs	K-8	Math School Liaison	3rd-8th Grade Teachers	October 11, 2012	Data Chats, Lesson Plans, Grade Books, SuccessMaker Gizmos, Compass Learning Reports	Principal Assistant Principals
Next Generation Sunshine State Standards, Common Core State Standards Overview and Instructional Practices and District Pacing Guides	K-8	Math Liaison / District Facilitator	All Teachers	November 6, 2012	Data Chats, Follow-up Professional Assignments	Principal Assistant Principals
Refresher Training on Implementation of adopted textbooks for mathematics	K-8	Math Liaison / District Facilitator	All Teachers	October 11, 2012	Follow-up Professional Assignments	Principal Assistant Principals

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		On the 2012 administration of the FCAT Science 2.0, 29% (31) of the students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 31% (33) achieving proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (31)		31% (33)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 5th grade 2012 administration of the FCAT Science 2.0 is in the area of Physical Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in Physical Science.	. Provide students the opportunities to participate in student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion fostering teamwork and cooperative learning/inquiry-based learning, hands on learning incorporating the scientific method. Incorporate activities for students to design and develop Science Fair Projects by ensuring NGSSS and MDCPS Pacing Guides instruction and by providing opportunities for students to use math computations in science inquiry.	May include MTSS/ RTI Team, Administrative Team, and Literacy Leadership Team	Teams will review lesson plans, student folders, and the results of school-site assessments data to monitor student progress including Scott Foresman End-of-the Year Pre/Post Test Results, Science Interim Assessments, AIMS Curriculum, Science Builder (Learning Village), FCAT Explorer and Gizmos to monitor the implementation of the Science Next Generation Sunshine State Standards to ensure teachers are redirecting instruction using the FCIM process.	Formative: Chapter Tests, School site monthly assessments including Science Interim Assessments, student Interactive Notebooks, student folders, and lesson plans. Summative: 2013 FCAT Science 2.0 Assessment
	The area of deficiency as noted on the 8th grade 2012 Science Baseline administration is in the area of the Nature of Science . Students have limited exposure to instructional strategies and activities that are linked to increase rigor	Provide activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of	May include MTSS/ RTI Leadership Team, Administrative Team, and Literacy Leadership Team	Teams will review lesson plans, student folders, and the results of school-site assessments data to monitor student progress including Scott Foresman End-of-the Year Pre/Post Test Results, Science Interim Assessments,	Formative: Chapter Tests, School site monthly assessments including Science Interim Assessments, student Interactive Notebooks,

2	through inquiry-based learning in the Nature of Science.	variables, and experimental design in Nature of Science.		AIMS Curriculum, Science Builder (Learning Village), FCAT Explorer and Gizmos to monitor the implementation of the Science Next Generation Sunshine State Standards to ensure teachers are redirecting instruction, as necessary using the FCIM process.	student folders, and lesson plans. Summative: 2013 FCAT Science 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT 2.0, 47% (50) of students scored above proficiency (FCAT Level 4 and 5). The expected level of performance for 2013 is 48% (51) above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (50)	48% (51)

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	Fifth grade students have limited support in reviewing and enhancing their knowledge base in the content cluster of Physical Science.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data	MTSS/RtI Leadership Team	Science Inquiry Projects will be reviewed periodically to ensure that the students are making progress and that adjustments are being made as necessary. Review focus calendars and ensure lesson plans and student	Formative: Monthly assessments and District Interim Assessments Summative: 2013 FCAT Science 2.0 Assessment.

		analysis, explanation of variables, and experimental design in Physical Science.		folders reflect adjustments needed.	
2	The area of deficiency as noted on the 8th grade 2012 Science Baseline administration is in the area of the Nature of Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in the Nature of Science	. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, the develop and implement inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in The Nature of Science and incorporate critical thinking and problem solving skills that require students to explain their findings in writing.	May include Administrative Team, and Literacy Leadership Team	Science Inquiry Projects will be reviewed periodically to ensure that the students are making progress and that adjustments are being made as necessary in order to increase rigor in The Nature of Science. Using the FCIM process, review focus calendars and ensure lesson plans and student folders reflect adjustments needed.	Chapter Tests, School , Science Interim Assessments, student Interactive Notebooks, student folders, and lesson plans. Summative: 2013 FCAT Science 2.0 Assessment

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

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

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	NA	NA	NA	NA	NA

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
Using FCAT Science 2.0 Test Item						

Specifications More Effectively and Understanding the Content Clusters and Foci	Grades 3-8	Principal, Assistant Principals, Science School Liaison	Grades 3-8 Teachers	October 25, 2012	Grade Level Meeting Agendas and Minutes, Student Folders, Lesson Plans	Principal Assistant Principals
Next Generation Sunshine State Standards/ Common Core State Standards in Science	Grades K-8	Principal, Assistant Principal, Science School Liaison	Grades K-8 Teachers	August 22, 2012	Lesson Plans, Student Folders	Principal Assistant Principals
Strategies for Science-based Inquiry Learning-Interactive Notebooks (IAN) Labs	K-8	Science School Liaison	K-8th Grade Teachers	October 18, 2012	Data Chats, Lesson Plans, Grade Books, IAN Notebooks	Principal Assistant Principals
Developing Science Projects	Grades K-8	Principal, Assistant Principals, Science School Liaison	Grades K-8 Teachers	September 26, 2012	Science Fair Projects	Principal Assistant Principals
Common Core Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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 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:	On the 2012 administration of the FCAT Writing, 89% (79) of the students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 90% (80) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (79)	90% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the 4th Grade FCAT Writing Test was focus and elaboration. Students need the necessary skills needed to incorporate real life experience into their writing.	During writing instruction, continue to incorporate the Melissa Forney Writing Program emphasizing writing strategies to develop focus and elaboration through the use of graphic organizers, strategies to make a plan focused on a main idea, applying appropriate hooks such as quotations, definitions, questions, or descriptions, focusing on one main idea with ample development of supporting details, and using ideas and content such as statistics comparisons, vivid descriptions and specific word choices and developed incidences to support each reason.	May include MTSS/ RtI Team, Administrative Team, and Literacy Leadership Team	Review focus calendars, lesson plans, student folders, student grades, District Writing Interim Assessments and Pre, Mid, and Post Test Writing results using the FCIM process.	Formative: District Writing Interim Assessments and Pre/Mid/Post tests. Summative: 2013 FCAT 2.0 Writing Assessment
2	Fifty-five percent(29)of the 8th grade students scored 3.0 or above on the 8th Grade District Persuasive Writing Baseline Assessment. Students need the necessary skills needed to incorporate persuasive techniques in their writing.	During writing instruction and across the curriculum, review persuasive writing techniques including word choice, repetition, emotional appeal, hyperbole, celebrity endorsements and symbols.	May include MTSS/ RtI Leadership Team, Administrative Team, and Literacy Leadership Team	Review focus calendars, lesson plans, student folders, student grades, District Writing Interim Assessments and Pre, Mid, and Post Test Writing results using the FCIM process.	Formative: District Writing Interim Assessments and Pre/Mid/Post tests. Summative: 2013 FCAT 2.0 Writing Assessment.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA		NA			
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	NA	NA	NA	NA	NA

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
Melissa Forney Writing Program Teacher Refresher Writing Workshop including Primary Pizzazz Writing and Razzle Dazzle Writing.	Grades K-8	Principal, Assistant Principals, Writing Teachers	K-5th Grade Teachers	November 14, 2012	Review Lesson Plans, Classroom informal Observations, Student Grades, Monthly Assessments	Principal, Assistant Principals
Writing in Context	6-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	6th-8th Grade Teachers	November 14, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison
Common Core Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison
Improve Focus and Elaboration in Writing	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	K-8 Grade Teachers	October 17, 2012-April 10, 2013 (ongoing)	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	Our goal for the 2012-2013 school year is to achieve student proficiency to 11% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	11%(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 District 7th Grade Civics Baseline Assessment was Organization and Function of Government. The transition to the Common Core Standards and the Next Generation Sunshine Standards and students' lack of content knowledge provide a challenge for student success	Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics by incorporating word walls, personal dictionaries, and by reading from a variety of primary documents and source documents.	May include Administrative Team, and Literacy Leadership Team.	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Conduct social studies department meetings to address focus calendars and redirect instruction according to students' needs using the FCIM process	Formative: Monthly Assessments including Chapter Tests, Classroom Assessments, district published quarterly tests. Student Folders. Summative: 2013 District Spring 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to achieve Lev. 4 and 5 student proficiency to 11% (11).
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%(1)		11%(11)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to develop independent projects using research skills.	Provide opportunities for students to provide activities which allow for students to examine opposing points of view on various topics and strengthen their ability to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations and Emphasize problem solving and inquiry-based learning and research-based activities on a public	May include Administrative Team, and Literacy Leadership Team.	. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed using the FCIM process. Conduct social studies department meetings to address focus calendars and redirect instruction according to students' needs using the FCIM process	Formative: Monthly Assessments including Chapter Tests, Classroom Assessments, district published quarterly tests, Student Folders. Summative: 2013 District Spring Test

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 Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison
District Social Studies Best Practices Workshops	6-8	District Liaison	MLC Social Studies Dept. Chairperson Elem. Social Studies Contact Person	September 25, 2012	Contact Persons will meet with Grade Levels and Departments and provide information and updates.	Principal Assistant Principals

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Our goal for this year is to maintain attendance at 97.39% (718) by continuing to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences from 103 to 98 and excessive tardiness from 107 to 102.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97.39% (718)		97.39% (718)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
103		98			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
107		102			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited knowledge of the district's attendance policy as well as an outbreak of unforeseen illnesses, personal family issues, and extension of special holidays. Also, parents	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Intervention Program Team for intervention services and referrals to the	May include MTSS/Rtl Team, Student Services Team, and Social Worker.	Review and monitor daily attendance percentages, Attendance Bulletins, and conduct monthly attendance review committee meetings when necessary using	Parent/Medical Notes, Attendance Referrals to Social Worker, Attendance Review Committee

	failing to provide written notifications.	social worker. Continue assemblies to review attendance policies and to promote healthy habits.		the FCIM process.	Folders, Social Worker's Reports from CICS, Attendance Bulletins, COGNOS Reports
2	Limited knowledge of the school's tardy policy as well as a need for improved time management at home.	Identify and refer students who may be developing a pattern of tardiness to the school counselor and social worker and reiterate the school's tardy policy. Conduct a Parent Inservice on Time Management to increase punctuality.	May include MTSS/RtI Team, Student Services Team, and Social Worker.	Review and monitor tardiness, Attendance Bulletins, and conduct parent conferences when necessary using the FCIM process	Tardiness Referrals to School Counselors and Social Worker, Social Worker's Reports from CICS, Detention Rosters, Parent Inservice Sign-In Sheet and COGNOS Reports.

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
Health Literacy	K-8	Louis Lazo, Curriculum Support Specialist, PE Health Literacy	K-8 Grade Students	December 6, 2012	Essays, Student Folders	Administrative Team
Health Literacy	K-8	Louis Lazo, Curriculum Support Specialist, PE Health Literacy	Parents	December 6, 2012	PD Agenda, Sign-In Sheet, and Attendance Logs	Administrative Team
Time Management	K-8	Assistant Principals, Counselors	K-8 Grade Parents	November 1, 2012	PD Agenda, Sign-In Sheet, and Attendance Bulletins	Administrative Team

Attendance Budget:

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

NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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 decrease the total number of in school suspensions from (28) to (25) , decrease the total number of students suspended in school from (19) to (17), decrease the total number of out-of-school (15) to (14), and decrease the number of students suspended out of school from (12) to (11).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
(28)	(25)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(19)	(17)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(15)	(14)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(12)	(11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with the District's Code of Student Conduct resulting in outdoor suspensions.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of student incentives including the Elementary SPOT Success Recognition Program, the Student of the Month Program, and the Honor Roll Program. Increase the	May include MTSS/ RtI Team, Administrative Team	Monitor SPOT Success report by grade level, COGNOS report on student outdoor suspension rate, conduct grades, teachers' lesson plans and student folders through the use of the FCIM process.	Reports including Participation Log for students who are recognized for complying with the Student Code of Conduct Monthly COGNOS Suspension Report, Monthly Student of the Month List, teachers' lesson plans and student

		opportunities for students to be recognized for positive behavior including Catch of the Day Program, Do the Right Thing Program, and Spotlight on WCGE. Implement the District's Anti Bullying Curriculum school wide.			folders.
2	Students are unfamiliar with the district's Code of Student Conduct resulting in indoor suspensions.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of student incentives including the Elementary SPOT Success Recognition Program, the Student of the Month Program, and the Honor Roll Program. Increase the opportunities for students to be recognized for positive behavior including Catch of the Day Program, Do the Right Thing Program, and Spotlight on WCGE. Implement the District's Anti Bullying Curriculum school wide.	May include Administrative Team	Monitor SPOT Success report by grade level, COGNOS report on student outdoor suspension rate, conduct grades, teachers' lesson plans and student folders through the use of the FCIM process.	Reports including Participation Log for students who are recognized for complying with the Student Code of Conduct Monthly COGNOS Suspension Report, Monthly Student of the Month List, teachers' lesson plans and student folders.
3	Students are unfamiliar with the district's Code of Student Conduct and school rules resulting in indoor/outdoor suspensions.	Employ School Security Guard to enforce the Code of Student Conduct and school rules to ensure the safety of all school stakeholders and to reduce the number of incidents occurring before and after school, while students are in transition between classes, in the hallways, and in the cafeteria.	May include Administrative Team	Monitor SPOT Success and Student Case Management Referral Reports. by grade level, COGNOS report on student indoor and outdoor suspension rate, through the use of the FCIM process.	Reports including Participation Log for students who are recognized for complying with the Student Code of Conduct Monthly COGNOS Suspension Report, Weekly Detention Rosters, and Student Case Management Referral Reports.

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
					Utilize classroom walk-	

The Student Code of Conduct (Gabelizing Assemblies)	6-8	Principal, Assistant Principals, Counselors	6-8	September 6, 2012	throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Weekly Detentions, Conduct grades, and Monthly Spot Success Report.	Administrative Team
The Student Code of Conduct (Gabelizing Assemblies)	K-5	Principal, Assistant Principals, Counselors	K-8	August 31, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Weekly Detentions, Conduct grades, and Monthly Spot Success Report.	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Although school volunteer enrollment has historically been high as evidenced through the school volunteer logs and the Golden School Award Recognition for the past twenty-two years, further analysis of data reveals the need for more volunteers to participate in the Volunteer Tutoring Programs. Parental Involvement-20%(126) Volunteer Tutoring Programs-.10%(13)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20%(126) Volunteer Tutoring Programs Volunteers: 10%(13)	23%(138) Volunteer Tutoring Programs Volunteers: 12%(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	Parents going back to work or taking on second jobs and unable to participate on a regular basis during school hours.	Provide parents with more opportunities to become school volunteers in volunteer tutorial programs including the Parents Altogether Improve Reading (P.A.I.R.) Tutorial Program, the Kinder-Klub Tutorial Program, the Writing Club, the Kindergarten and First Grade Arts Program. Provide strategies for parents to play an integral role in assisting student learning that supports student achievement in reading, writing, and K/1st grade art through parent workshops, school website, monthly calendars, Connect-Ed messages, podcasts and parent meetings	May include MTSS/RtI Leadership Team, Volunteer Tutorial Program Chairpersons	Maintain agendas, sign-in sheets, schedules, logs and monitor student progress using the FCIM process.	Sign-in sheets, schedules, logs, student formal and informal assessments.

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
Provide Tutorial Program training for parents every grading period (P.A.I.R., Kinder Klub, Writing Club, K/1 Art) to increase parental involvement	K-8	Principal, Assistant Principals, Volunteer Tutorial Program Chairpersons	Parents, Community Members	October 11, 2012	Tutorial Program Meeting Sign-In Sheets, Schedules and Student Grades	Administrative Team Tutorial Program Chairpersons

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$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:		Increase opportunities for STEM applied learning by integrating STEM benchmarks through Math and Science projects/instruction.			
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	Time constraints for ensuring STEM standards are integrated and STEM practices are implemented in the classroom during Science and Mathematics courses.	Include and teach STEM benchmarks through Math and Science projects/instruction and provide access to STEM activities/projects through school sponsored clubs.	May include Administrative Team	Review focus calendars, lesson plans, student folders, and student grades using the FCIM process.	Formative: Teacher made tests. Summative FCAT Math and Science 2.0, Science projects - Fairs
2	The area of deficiency as noted on the 8th grade 2012 Science Baseline administration is in the area of the Nature of Science. Students have limited exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based learning in the Nature of Science	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, the develop and implement inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in The Nature of Science and incorporate critical thinking and problem solving skills that require students to explain their findings in writing.	May include Administrative Team, and Literacy Leadership Team	Science Inquiry Projects will be reviewed periodically to ensure that the students are making progress and that adjustments are being made as necessary in order to increase rigor in The Nature of Science. Using the FCIM process, review focus calendars and ensure lesson plans and student folders reflect adjustments needed.	Chapter Tests, School , Science Interim Assessments, student Interactive Notebooks, student folders, and lesson plans. Summative: 2013 FCAT Science 2.0 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
STEM Practices	K-8	District	Math/Science Teachers	October 10, 2012	Review Lesson Plans, Classroom Informal Observations, Student Grades, Monthly Assessments.	Administrative Team
Science Inquiry Processes	K-8	Science School Liaisons	Science Teachers	September 26, 2012	Review Lesson Plans, Classroom Informal Observations, Student Grades, Monthly Assessments, Science Fair Projects	Administrative Team
Common Core Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:		Increase opportunities for CTE applied learning by integrating CTE benchmarks across the curriculum.			
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	Time constraints for ensuring CTE standards are integrated and CTE practices are implemented across the curriculum.	Provide opportunities for teachers to develop and implement integrated curriculum.	May include Administrative Team, and Literacy Leadership Team	Review focus calendars, lesson plans, student folders, and student grades through the use of the FCIM process..	Teacher made tests, 2013 CTE students' participation with Dade Partner
2	The identification of Dade Partners who will be able to accommodate our students with School-to Career initiatives.	Develop a schedule for monthly guest speakers to expose students to a variety of employment opportunities	May include, Administrative Team, and Literacy Leadership Team	Review Volunteer Schedules, focus calendars, lesson plans, student folders, and student grades through the use of the FCIM process.	2013 CTE students' participation with Dade Partner. (KAPOW_Bank of America) or McDonalds' Corporation.
3	Students' lack of understanding of School to Career Connection.	Implement Schoolwide Career Day in March 2013.	May include MTSS/ RtI Leadership Team, Administrative Team, and Literacy Leadership Team	Career Day Participants Surveys, Student Essays.	Career Day Participants Surveys, Student Essays.

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
CTE Practices	Pre-K-8	District	Middle School Teachers/Dade Partners Volunteers	October 24, 2012	Review Lesson Plans, Classroom informal Observations, Student Grades, Monthly Assessments	Principal, Assistant Principals
Common Core Standards Overview and Instructional Practices at CGPA	K-8	Principal, Assistant Principals Literacy Leadership Team and PD Liaison	All Teachers	November 6, 2012	Data binders, Lesson Plans, Classroom Informal Observations, Student Grades, Grade Level/Department Meeting Minutes, and PD Logs	Principal, Assistant Principals, Literacy Leadership Team and PD Liaison

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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	Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, understanding text structures, and summarizing texts through the use of Scholastic and Time for Kids magazines.	Scholastic and Time For Kids magazine subscriptions.	School PTSA	\$3,500.00
Reading	Scholastic Magazines-Middle School	Scholastic/Scope Magazines(6-8)	School Discretionary Fund(02)	\$600.00
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$4,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	\$0.00
Mathematics	NA	NA	NA	\$0.00
Writing	NA	NA	NA	\$0.00
Civics	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
CTE	NA	NA	NA	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/10/2012)

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
Hourly Security Monitor to assist and maintaining a safe environment for all school stakeholders.	\$3,125.00

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

The Coral Gables Preparatory Academy Educational Excellence School Advisory Council (EESAC) has a defined vision and goals for student achievement. The EESAC is dedicated to strengthening student achievement and school wide success. The EESAC meets monthly as per state and district guidelines to monitor school wide decisions which affect instruction and delivery of programs and to foster an environment of professional collaboration among the educational stakeholders of the school. In fact, one of the EESAC's primary goals is to develop, implement, and monitor the SIP goals and to assist in assuring all objectives and action steps are achieved. After carefully reviewing last year's data, it is the recommendation of the EESAC to continue strengthening our reading, mathematics, writing, and science programs along with increasing parental tutorial program involvement. The EESAC also provides recommendations related to technology, safety, staffing and student support services as well as discipline, attendance, and instructional materials. The members of the EESAC receive annual school-site budget training and uses consensus along with faculty and staff input to determine how the designated funds will be expended. School wide implementation of the state adopted district textbooks and supplementary materials and resources will be utilized to supplement and enhance the curriculum. The EESAC continues to seek outside support and enhancements from Dade Partners and Community Members.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District CORAL GABLES PREPARATORY ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	90%	96%	72%	351	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	73%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	61% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					620	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CORAL GABLES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	93%	97%	86%	371	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	72%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	58% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					640	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested