

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SUMMERVILLE ADVANTAGE ACADEMY

District Name: Dade

Principal: Breezy Leza

SAC Chair: Estelle Strader

Superintendent: Alberto M. Carvallo

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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
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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)
Assis Principal	Carolyn Brandy	Business Admin. Bachelors Masters in Ed. Leadership ESOL Endorsed Elementary Ed K-6	1	1	12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 72 76 72 75 74 High Stds in Math 73 84 73 66 67 Lrng Gains Read 68 72 68 71 68 Lrng Gains Math 71 71 66 69 69 Gains R 25 55 69 55 65 64 Gains M 25 70 71 70 61 74
Principal	Breezy Leza	Elem. Ed. Bachelors Masters in Reading Specialist Ed. Leadership ESOL Endorsed	1	4	12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	6	3	12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73
Reading Coach	Pamela Picasso	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	4		12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide salaries commensurate with district pay scale.	Governing Board	June 2012	
2	2. Employer will pay 90% of employee health costs.	Governing Board	June 2012	
3	3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable	Principal	June 2012	
4	4. Soliciting referrals from current employees	Principal	NA	
5	5. Working with local universities to provide opportunities for internships and service learning hours	Principal/Assistant Principal	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
9% (2)	Provide support and guidance in taking and passing the subject area exam for ESOL. Currently on ESOL Waiver.

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
21	19.0%(4)	81.0%(17)	0.0%(0)	0.0%(0)	0.0%(0)	90.5%(19)	4.8%(1)	0.0%(0)	90.5%(19)

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
Henry Pacheco	Pamela Picasso & Teresita Nieves	Reading Coach & Math Coach	Modeling instruction and differentiated instruction
Ederle Estime	Pamela Picasso & Teresita Nieves	Reading Coach & Math Coach	Modeling instruction and differentiated instruction
Christina Perez	Pamela Picasso & Teresita Nieves	Reading Coach & Math Coach	Modeling instruction and differentiated instruction
Lori Timbang	Pamela Picasso & Teresita Nieves	Reading Coach & Math Coach	Modeling instruction and differentiated instruction

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Reading Coach, Math Coach, Assistant Principal, Guidance Counselor, Dean of Students, Science Lead Teacher, Language Arts Department Head and the ESE Program Specialist.

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

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

Managed data will include: Academic = FCAT, FAIR, Interim, CELLA, State/Local Math and Science assessments, student grades and school specific assessments. Behavior = Student Case Management System, Detention, Suspensions, Attendance, and Referrals.

E1. 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

2. Managed data will include:

Academic

- FAIR assessment/PMRN
- Interim and Baseline assessments
- EDUSOFT Managed data
- CELLA assessments
- In-house Reading, Writing, Math and Science assessments
- FCAT scores
- Student grades

Behavior

- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

IBreezy Leza (Principal) , Leila Ibanez (ESE Program Specialist), Pamela Picasso-Alarcon (Reading Coach)

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT

analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

School wide the students will be using FCAT Explorer, Reading Plus to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

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.

*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.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 28% of the students achieved Level 3 Proficiency. Our goal for 2013 school year is to increase level 3 student proficiency by 4 percentage point to 33%. Given instruction based on the Next Generation Sunshine State Standards, 43% of students will score at Level 3 2012 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(98)	33%(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 administration of the FCAT Reading Test was Category 1, Vocabulary. Students lack the vocabulary necessary to be successful readers.	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships. Implement resources from CRISS manual and training. Implement Worldly Wise School-wide to expose students to wide range of vocabulary including but not limited to the study of synonyms, antonyms, etc.	Literacy leadership team Rtl Leadership Team	Administrator will review ongoing classroom assessments focusing on student knowledge of word meanings and their relationships. Students level of word analysis will be based on monthly assessment. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 29% of the students achieved Level 4 or 5 proficiency. Our goal for the 2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(99)	30%(104)

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 Reading Test was Category 4, Informational Text and Research Process. These students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across	Use project based learning in order to guide independent learning using real-world documents such as, how-to articles, brochures, fliers and websites to locate, interpret synthesize and organize information.	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) Summative FCAT 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 73% of the students made learning gains. Our goal for the 2013 school year is to increase students achieving learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(186)	78%(199)

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	An anticipated barrier is that students student's skills in informational text and text features are not at grade level .	Use real-world documents such as how to articles, brochures, flyers ad website features to locate, interpret, and organize information.	Literacy Leadership team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments CELLA, In-house benchmark assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2013 FCAT Reading Test indicate that 82% of the students in the lowest 25% made learning gains. Our goal for the 2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(53)	87%(57)

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 Reading Test was fluency, phonics and comprehension	Students will engage in timed fluency activities using Fluency Charts and Sand timers to assist with fluency. Students will engage in phonics and vocabulary center activities to develop phonics and vocabulary skills through the use of Wordly Wise.	Literacy Leadership team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners while implementing the Voyager Program 2 times per week. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments Student work samples using rubrics, mini assessments Summative: FCAT 2013

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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	
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satisfactory progress in reading. Reading Goal #5B:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 52% (11) Black: 55% (24) Hispanic: 59%(162) Asian: NA American Indian: NA	White: 73%(15) Black: 65%(29) Hispanic: 62%(171) Asian: NA American Indian: 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	Students in the identified subgroups lack the ability to read fluently and apply reading strategies to help enhance comprehension.	Students in these subgroups will receive in school reading intervention. This intervention will teach reading strategies that help develop comprehension. Identified subgroups will also receive additional afterschool instructional support to address the needs previously identified.	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. Student work samples using rubrics, mini assessments Summative: 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 45% of ELL students met satisfactory levels of performance. Our goal for the 2012-2013 school year is to increase the satisfactory level of performance by 11 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(19)	55% (23)

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	ELL students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues. English Language Learners will receive additional afterschool	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student	Formative: CELLA, In-house benchmark assessments, Baseline Assessment and Interim Assessment. Summative: 2013 FCAT Assessment

	instructional support to address the needs previously identified.	learning. Adjustments to instruction will be made as needed. (FCIM)
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 19% of SWD students met satisfactory levels of performance. Our goal for the 2012-2013 school year in to increase the satisfactory level of performance by 29 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3)	48%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities lack, fluency, vocabulary and the ability to utilize critical thinking strategies needed for comprehension.	Students with disabilities will receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues along with helping them use critical thinking strategies needed for comprehension. Students will engage in timed fluency activities using Fluency Charts and Sand timers. Students will receive all accommodations needed to further enhance their	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM).	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. Student work samples using rubrics, mini assessments Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 56% of SWD students met satisfactory levels of performance. Our goal for the 2012-2013 school year in to increase the satisfactory level of performance by 1 percentage point to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(150)	57%(153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack vocabulary and the ability to use	Economically Disadvantaged will	Literacy Leadership Team	Administrator will review ongoing classroom	Formative: Baseline and

1	context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	RtI Leadership Team	assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Interim Assessments Student work samples using rubrics, mini assessments Summative: 2012-2013 FCAT Assessment.
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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
Common Core Training	K-5	Reading Coach	Reading and Language Arts Teachers	August 16, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principals
Wordly Wise Implementation	K-5	Reading Coach	Reading and Language Arts Teachers	August 16, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Mimio Board lesson to implement CRISS strategies	Mimio Board Lessons	School-Based Budget	\$100.00
			Subtotal: \$100.00
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: \$300.00

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:		Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners who are proficient in Oral Skills (listening and speaking) on CELLA by 2 percentage points to 67%.			
2012 Current Percent of Students Proficient in listening/speaking:					
65%(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	An anticipated barrier for students who are not proficient in Listening and Speaking lack of parental ability to provide listening and speaking practice in English at home.	English Language Learners will receive in school intervention. This intervention will teach provide opportunity for meaningful language practice	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed.	Teacher made assessments CELLA 2013

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:		Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners who are proficient in Reading on CELLA by 2 percentage points to 53%.			
2012 Current Percent of Students Proficient in reading:					
51% (40)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	An anticipated barrier for students ELL is depth of vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms,	English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a	Teacher made assessments CELLA 2013

1	homographs, and homophones to determine the meanings of word	students determine meanings of words by using context clues		facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	
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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:	Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners who are proficient in Writing on CELLA by 2 percentage points to 46%.
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2012 Current Percent of Students Proficient in writing:

44%(35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier for students ELL is grammar and convention skills to write in complete sentences and paragraphs.	English Language Learners will also receive in school writing intervention. This intervention will teach grade level specific grammar and convention skills through reading response journals.	Literacy Leadership Team RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Teacher made assessments CELLA 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of vocabulary development lessons	ELL Vocabulary Cards	School based budget	\$100.00
			Subtotal: \$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: \$100.00

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 Mathematics Test indicate that 30% of the students achieved Level 3 Proficiency. Our goal for the 2013 school year is to increase level 3 student proficiency to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (103)	38% (131)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Math Test was Category Number: Operations, Problems, and Statistics and Base Ten and Fractions.</p> <p>The delivery of these lessons was more based on procedure than it was on concept.</p>	<p>Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, fraction and fraction equivalence. Students will be provided real world examples and hands-on activities. There will be continued professional development opportunities for all teachers and support staff that will explain and help develop concept based teaching through an understanding of differentiated instruction and the integration of technology.</p>	Rtl Leadership Team	<p>Administrators will review formative assessments to ensure that the students are showing progress . Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. Adjustments to instruction will be made as needed. (FCIM)</p>	<p>Formative: Baseline and Interim Assessments</p> <p>Bi-weekly assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 20% of the students achieved Level 4 and 5 Proficiency. Our goal for the 2013 school year is to increase level 4 and 5 student proficiency to 24%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (70)	24%(83)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 3, Geometry and Measurement.</p> <p>The delivery of these lessons was more based on procedure than it was on concept.</p>	<p>There will be professional developments for all teachers and support staff that will explain and help develop concept based teaching through an understanding of differentiated instruction and the integration of technology and virtual manipulatives. Teachers will use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and to make connections with real world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded</p>	Rtl Leadership Team	<p>Administrators will review formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)</p>	<p>Formative: Baseline and Interim Assessments</p> <p>Bi-weekly assessments</p> <p>Summative: 2013 FCAT Assessment</p>

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Math Test indicate that 61% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(156)	66%(169)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects. The new state standards may create learning curves in our students.	Provide grade appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects. Implement explicit direct instruction based on the new Sunshine State Standards and Common Core. Use of intervention material found in new Math curriculum purchased to implement	RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Math Test indicate that 55% 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 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(35)	65%(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 Math Test was Category 1, Number: Operations, Problems, and Statistics. The students lack understandings of multiplication and division and strategies for basic multiplication facts and related division facts. Students lack fluency in multiplication and division. And understanding of fractions and fraction equivalence.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers. Students will be	RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal from 2011- 2017 is to reduce the percent of non-proficient students by 50%..
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 48%(10) Black: 45%(20) Hispanic: 52%(144) Asian: NA American Indian: NA	White: 73%(15) Black: 52%(23) Hispanic: 64%(177) Asian: NA American Indian: NA
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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 do not have help at home is an anticipated barrier.	Provide grade appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects. Implement explicit direct instruction based on the new Sunshine State Standards. Use of intervention material found in new Math curriculum purchased to implement RtI with full fidelity.	RtI Leadership Team	Administration will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Math Test indicate that 39% of the ELL students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress to 59%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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39%(17)	59%(25)
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Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects. The new state standards may create learning curves in our students	Provide grade appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects. Implement explicit direct instruction based on the new Sunshine State Standards. Use of intervention material found in new Math curriculum purchased to implement RtI with full fidelity	RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(4)	68%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects. The new state standards may create learning curves in our students	Provide grade appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects	RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners . Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	Our goal from 2011-2017 is to reduce the percent of non-
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Mathematics Goal #5E:	proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(112)	55%(148)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects. The new state standards may create learning curves in our students	Provide grade appropriate activities that promote the composing and decomposing of describing, analyzing, comparing, and classifying and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two and three dimensional shapes/objects.	RtI Leadership Team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners . Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	
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:

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:				
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:

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:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	
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Mathematics Goal #4:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:				
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				

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:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.				
Algebra Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	3A : <input type="text"/>

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$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:		The results of the 2012 FCAT Science Test indicate that 29% of the students achieved Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase level 3 students' proficiency to 34 %.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29%(21)			34%(24)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth Space. Students require additional exposure to real-world applications.	Teachers will expose students in grades 5 to real-world hands-on applications of science curriculum the use of technology, models, and real-life experiences from teacher resources and websites. Teacher will implement virtual labs (websites and virtual manipulatives) using LCD projector. Teacher will engage students in data chats using data sheets and Edusoft data.	RTI Leadership team	Administrators will review ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners of life and environmental sciences. Rubrics will be developed to assess student learning. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: 2013 FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 4% of the students achieved Level 4 and 5 Proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 proficiency to 6%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(3)	6%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth Space. Students require additional exposure to real-world applications.	Teachers will expose students in grades 5 to real-world applications through the use of technology, models, and real-life experiences. Students will participate in an advanced Science curriculum including Earth Space Science. For enrichment, students will engage in the real life projects as part of the Jason Project	RTI Leadership team	Administrators will review ongoing classroom assessments focusing on student knowledge of life and environmental sciences. Adjustments to instruction will be made as needed. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Jason Project	Science	Science Department	School-wide	Sept. 22, 2012 After School	Informal Classroom Observation Lesson Plans	Science Department Head Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of hands-on, real-world Science lessons	Teacher resources and websites School-based budget \$200.00	School-based budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data chats on Science Data	Data Chat sheets and Edusoft data	school-based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 86% of the students achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 2% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(119)	88%(121)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to modify word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece. Students are not fluent in editing for mechanics and punctuation.	An implementation of professional development to enhance the instructional strategies of the new instructional personnel. Teacher will attend professional development to implement 6 Traits of Writing and use interactive board for peer editing activities and writing lessons.	RTI Leadership team Language Arts Department Head	Continuous administrative walk-through evaluations (formal & informal). Administer and score monthly writing prompts to monitor student progress and adjust instruction as indicated. Adjustments to instruction will be made as needed. (FCIM)	Formative District Writing Pre-tests Mini Assessments Summative: 2013 FCAT Assessment

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing the Common Core Writing Standards	Language Arts 1-5	Reading Coach Language Arts Department Chair	School-wide	August 13, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Language Arts Department Chair Assistant Principal

Implementing CraftPlus Daily Writing Lessons	Language Arts 1-5	Reading Coach Language Arts Department Chair	School-wide	August 13, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Language Arts Department Chair Assistant Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing CraftPlus Daily	Writing Lessons CraftPlus Daily	School-based Budget	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of interactive boards for peer editing activities and writing lessons	LCD Projector Bulbs	School-based budget	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-based budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$750.00

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:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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						

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:	The Average Daily Attendance Rate for 2011-2012 was 95.86 %. Our goal for the 2012-2013 school year is to increase the attendance rate to 96%.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95.86 %. (527)	96.36%				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
132	125				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
55	52				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Community entrance creates undue congestion in the surrounding community thus excessively increasing the number of students tardy to school.	Continue to work with community to establish new arrival and dismissal procedures that facilitate the flow of traffic reducing the number of tardies. Use sign-in /check-out system to monitor tardies and recognize students with perfect attendance each quarter.	Leadership Team	Observation and monitoring of traffic and attendance records.	Attendance records Parent Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Night	K-8	Admin	School-wide	TBA	Attendance Reports	Admin.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of in-school suspensions in the 2011-2012 school year was 0. Our goal for the 2012-2013 school year is to maintain the total number of in school suspensions. The number of out-of- school suspensions in the 2010-2011 school year was 0. Our goal for the 2012-2013 school year is to maintain the total number of out-of-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the Student Code of Conduct.	Parent Workshops to increase parental involvement. Continuation of recognition programs such as Student of the Month, Do The Right Thing, Lessons on Character Education in an effort to take a proactive approach to discipline using videos. School-wide implementation of discipline plan.	Leadership Team	Administrators will review of suspension report.	Suspension Report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Discipline	K-8	Admin.	School-wide	Aug. 16, 2012	Informal Observations Formal Observations	Admin.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Show videos that pertain to character education	Purchase enough TVs and DVD players to ensure 1 per grade level	School-based budget	\$500.00

			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	School-wide discipline plan and procedures	School-based budget	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$650.00

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>		In the 2011-2012 school year, 85% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 95% of parents complete their volunteer hours.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
85%		86%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the availability of opportunities for parental involvement.	Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for parents to attend such activities. Work closely with our PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with	Leadership Team	Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent volunteer hours.	Volunteer Spreadsheet and data from Raptor.

	options on volunteering as part of school contract.		
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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
FCAT information Nights	3rd -5th grade all subjects	Curriculum Coaches	Teachers, Leadership team, PTSO	December 2012 and February 2013	Parent Exit Survey	Leadership Team

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the implementation of virtual labs in science using manipulatives and LCD projectors. Increase the implementation of virtual manipulatives in math by promoting the participation of Mathletics. Increase the usage of the Mac labs within the instructional lessons. Increase the understanding of the scientific process by promoting the Science Fair participation.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack real-world science hands-on experience. Students lack the ability to translate concrete mathematical concepts into abstract concepts	Students will be engaged in science labs to investigate science benchmarks/topics. Students will be engaged in scaffold activities that move from manipulative to paper & pencil tasks. Students will participate in real-world applications of science benchmarks.	Leadership team.	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners of STEM Rubrics will be developed to assess student learning	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
STEM	3-5	Curriculum Coach	Grades 3-5 teachers	Ongoing	Informal Observations Formal Observations	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Labs to explore topics	Lab Materials	School-based	\$100.00
			Subtotal: \$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: \$100.00

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
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						

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
CELLA	Implementation of vocabulary development lessons	ELL Vocabulary Cards	School based budget	\$100.00
Science	Implementation of hands-on, real-world Science lessons	Teacher resources and websites School-based budget \$200.00	School-based budget	\$200.00
Writing	Implementing CraftPlus Daily	Writing Lessons CraftPlus Daily	School-based Budget	\$500.00
Attendance	Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$500.00
Suspension	Show videos that pertain to character education	Purchase enough TVs and DVD players to ensure 1 per grade level	School-based budget	\$500.00
STEM	Implement Science Labs to explore topics	Lab Materials	School-based	\$100.00
				Subtotal: \$2,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Mimio Board lesson to implement CRISS strategies	Mimio Board Lessons	School-Based Budget	\$100.00
Science	Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
Writing	Use of interactive boards for peer editing activities and writing lessons	LCD Projector Bulbs	School-based budget	\$200.00
				Subtotal: \$400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Data chats on Science Data	Data Chat sheets and Edusoft data	school-based budget	\$200.00
Writing	Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-based budget	\$50.00
Suspension	Classroom Management	School-wide discipline plan and procedures	School-based budget	\$150.00
				Subtotal: \$400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,900.00

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.

[View uploaded file](#) (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Do the Right Thing, Character Education and Students of the Month Training of PTSO so that parents can hear from other parents Purchase of incentives for parents in attendance	\$1,600.00

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

Monitor implementation of SIP Plan.
Monitor progress through review of assessment data.

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 SUMMERVILLE ADVANTAGE ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	69%	91%	41%	274	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	69%	64%			133	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?	73% (YES)	67% (YES)			140	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					547	
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 SUMMERVILLE ADVANTAGE ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	68%	88%	41%	264	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	66%	64%			130	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)	71% (YES)			136	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested