

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PALM GLADES PREPARATORY ACADEMY

District Name: Dade

Principal: Minelli Duclerc & Mike Strader

SAC Chair: Estelle Strader

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Minelli Duclerc	BA - Sociology with Specialty in Criminal Justice. MA - Public Affairs with Specialty in Human Service Administrations. Florida Teacher Certification in Social Science.	1	5	12 11 10 09 08 School Grades B A A A A AYP N N N N High Stds Reading 57 73 67 70 58 High Stds in Math 50 69 68 65 57 Lrng Gains Read 73 69 66 73 67 Lrng Gains Math 61 64 64 69 55 Gains R 25 82 73 65 81 63 Gains M 25 55 67 71 71 60
Assis Principal	Lynn Yoon	BA – Criminology and Psychology. MA - Course work on Ed Leadership. Florida Teacher Certification in Middle School Integrated Curriculum and ESOL Endorsed	1	3	12 11 10 09 08 School Grades B A A A A AYP N N N N High Stds Reading 57 73 67 70 58 High Stds in Math 50 69 68 65 57 Lrng Gains Read 73 69 66 73 67 Lrng Gains Math 61 64 64 69 55 Gains R 25 82 73 65 81 63 Gains M 25 55 67 71 71 60

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 B A A A A AYP N Y N N High Stds Reading 57 79 76 70 67 High Stds in Math 50 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 61 71 66 69 69 Gains R 25 82 68 67 71 61 Gains M 25 55 64 63 73 73
Reading Coach	Pamela Picasso Alarcon	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	4	1	12 11 10 09 08 School Grades B A A A A AYP N Y N N High Stds Reading 57 79 76 70 67 High Stds in Math 50 77 72 66 64 Lrng Gains Read 73 68 73 68 67 Lrng Gains Math 61 71 66 69 69 Gains R 25 82 68 67 71 61 Gains M 25 55 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 2013	
2	2. Employer will pay 90% of employee health costs.	Governing Board	June 2013	
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 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
24% (6)	The teacher was given a Gifted waiver while she waits for her Gifted to be added in her certificate. The Graphic art teacher has been given an out-of-field waiver and is registered to take the Art exam. The teachers have been given an ESOL waiver and are preparing to take 5

ESOL Endorsement courses. After completion of the courses they will add the ESOL Endorsement to their certificate.

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
25	40.0%(10)	40.0%(10)	16.0%(4)	4.0%(1)	16.0%(4)	76.0%(19)	16.0%(4)	0.0%(0)	20.0%(5)

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
Anais Lima	Ivette Hernandez Jaime Padro Vanessa Mesa	The mentioned mentee are first year teacher and Ms. Lima's students have shown improvement in reading achievement as reflected by the FCAT reading by scoring at high performance levels	The mentor and mentee are meeting biweekly in a professional learning community to discuss strategies for each domain. Also the mentee will attend a monthly forum for new teachers where strategies and discussion are held within a small group environment.
Corina Lopez	Lolisa Wallace	The mentioned mentee is a first year teacher and Ms. Lopez's students have shown improvement in reading achievement as reflected by the FCAT math by scoring at high performance levels.	The mentor and mentee are meeting biweekly in a professional learning community to discuss strategies for each domain. Also the mentee will attend a monthly forum for new teachers where strategies and discussion are held within a small group environment.
Tiffany Enriquez	Ervins Sacasa Vanessa Martinez Claudia Hernandez Bryant Besu Jorge Lastayo Kricia Velez Karen Escoffrey	The mentioned mentees are first year teachers.	The mentor and mentee are meeting biweekly in a professional learning community to discuss strategies for each domain.

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.

Collaboration is supported and team decision making occurs at multiple levels, including a leadership team, a problem solving (intervention) team, and instructional teams. They are as follow:

- Principal

- Assistant Principal
- Math Department Chair
- LA Department Chair
- Itinerary ESE Specialist
- Itinerary Reading Coach
- Itinerary ELL Specialist
- Itinerary School Academic Counselor

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 MTSS 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, Detentions, Suspensions, attendance, and referrals.

Edusoft & Progress Monitoring (PMRN)

- Palm Galdes has established a data-management system that allows ready access to students' progress monitoring data. After progress monitoring, a graph is completed to display data for analysis and decision-making and to indicate percentages of students at risk, at some risk, and at low risk. Then the staff members receive training in the administration and interpretation of progress monitoring measures.

The data used is reliable and gives ongoing information in order to:

- Identify academic and behavioral needs of individual students,
- Inform the problem-solving process,
- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels

Mid Year data will be retrieved from the Florida FAIR and Benchmark Assessments.

End of the Year data will be retrieved from the FAIR and FCAT results.

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

3. 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).

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

- Ms. Duclerc - Principal
- Ms. Yoon – Assistant Principal
- Ms. Ibanez- ESE Specialist
- Ms. Valdez – Reading Coach
- Ms. Capote – School Academic Counselor
- Ms. Lima – Mentor Reading Teacher
- Ms. Lopez – Mentor Math Teacher

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

Leadership at all levels is essential for the literacy priority to impact student achievement in every classroom. This team meets bi-weekly and the focus of the meetings are on how to provide high-quality instruction to all students, focusing on students need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Principal is the instructional leader who will align the school's culture and vision with the state focus on literacy achievement.

- Makes Literacy a school priority
- Develops a school literacy plan as part of the school improvement plan
- Allocates budget to give priority to literacy goals
- Organizes the school around the learning needs of students
- Establishes an expectation of high achievement for all students

School Literacy Leadership Team will share leadership in the development and implementation of the school literacy plan.

School Literacy Coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies.

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

Professional Development for all teachers in integrating instruction to include shared reading, guided reading, literature grouping, independent reading, shared and interactive writing, independent writing, and intervention activities and strategies.

Phonics Training for Selected Teachers

Intensive phonics instruction may be necessary in order to provide intervention for students at various grade levels who have failed to achieve appropriate progress in learning to read. Regularly used in elementary grades to achieve a balanced literacy approach to learning to read, phonics programs have also achieved significant success with middle school students in certain categories.

Creating Independence through Student-owned Strategies (CRISS) for Grade 6-8 Teachers

CRISS is designed to help students learn more effectively throughout the curriculum by focusing on teaching students how to learn through reading, writing, talking, and listening. The program offers creative and motivating strategies for addressing reading and writing in the content areas and builds a bridge to continued support among all disciplines and grade levels.

Public School Choice

*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.

The school has implemented the district K-12 Reading Plan. To ensure that every teacher is responsible fo teaching reading strategies, teachers have been trained and provided resources from the Florida Center for Reading Research, these trainings are on-going through June 2013. Administrators revise lesson plan on a weekly basis to make sure reading strategies are being implemented across curriculum. Through classroom walk-throughs the RtI and MTSS team ensures that teachers are using different reading strategies such as: shared reading, guided reading, small group and independent reading.

*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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 25% (112) of students achieved a Level 3 proficiency. Our goal for the 2012-13 school year is to increase Level 3 student proficiency by 5 percentage points to 30% (135).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (112)	30% (135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	Use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer, Summative – Results from 2013 FCAT Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer Summative – Results from 2013 FCAT Reading Assessment
3	An anticipated barrier is that students are not monitoring their progress.	Students Achievement Chats will be conducted with all students following each assessment.	Rtl Team	Administrators will review log for Students Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 28% (126) of students achieved a Level 4 proficiency. Our goal for the 2012-13 school year is to increase Level 4 student proficiency by 5% percentage points to 30% (135).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (126)	30% (135)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process	Students will create real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information.	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker, FCAT Explorer, and Ticket to Read Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students are not introduced higher content in literary analysis.	Students will read "Challenge" novels leveled readers in order to provide exposure to literature	Rtl Team	Administrator will review lesson plan and classroom walkthrough will be done during the reading if the novels.	Classroom walkthroughs and higher order questions.
3	An anticipated barrier is that students are not introduced to higher order of texts	Students will be introduced to summarization skills and wide variety of texts. Students will analyze validity and reliability information.	Rtl Team	Administration will review student record reading log that include their summarization.	Classroom walkthrough and student record reading log.

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:	
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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				

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 68% (306) of students making learning gains in reading achieved a Level 4 proficiency. Our goal for the 2012-13 school year is to increase Level 4 student proficiency by 5% percentage points to 73% (329).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (306)	73% (329)

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' skills in informational text and text features are not at grade level.	Use real-world documents such as, how-to articles, brochures, fliers, and websites; use text features to locate, interpret and organize information	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – FAIR, Computer Assisted Program reports from FCAT Test Maker and FCAT Explorer Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students' skills in Word/Phrases are below grade level.	Teachers will utilize interactive word walls, and students will engage in affix or root word activities to increase students' skills in Words/Phrases.	Rtl Team	Focused walkthroughs by Assistant Principal and Reading Coach to observe the interactive word walls and effectiveness of use, and to observe the frequency and effectiveness of affix or root word activities.	Classroom walkthroughs to view interactive word walls, and review of lesson plans and student work folders.
3	An anticipated barrier is that students' skills in author's purpose are below grade level.	Students will be taught the use of graphic organizers to determine and summarize main points.	Rtl Team	Review of bi-weekly assessment data on author's purpose. Walkthrough to observe the effectiveness of graphic organizer.	Bi-weekly assessment data and classroom walkthrough to view students' graphic organizers.

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 70% (315) of students in the lowest 25% making learning gains in reading. Our goal for the 2012-13 school year is to increase students in lowest 25% making learning gains by pr 5% percentage points to 75% (338).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (315)	75% (338)

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 are struggling grade-level texts or higher texts through inferring and identifying relevant details.	Implement use of Ticket to Read and Reading Plus in a computer lab setting. This browser-based reading intervention system uses technology to provide individualized scaffold silent reading practice for students in order to build comprehension and fluency.	Rtl Team	Administrators will monitor computer lab logs and lesson plans will be reviewed during classroom walkthroughs and observations.	Analysis of Ticket to Read and Reading Plus assessment data. Summative – Results from 2013 FCAT Reading Assessment
2	An anticipated barrier is that students skills in identifying cause-and-effect relationships in text are not at grade level.	Implement graphic organizers and summarization activities across curriculum.	Rtl Team	Administrators' classroom walkthrough and lesson plan check.	Analysis of Interim Assessments Summative – Results from 2013 FCAT Reading Assessment
3	An anticipated barrier is that students are not at grade level with context and base words.	Teachers will implement pre-reading activities that will provide general knowledge of word meaning.	Rtl Team	Administrators will review bi-weekly assessment data and lesson plan.	In house and FAIR assessment and lesson plan. Summative –

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 2010-2017 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
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

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 reading.

Reading 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 reading. Reading Goal #5D:	
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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				

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:	
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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

Common Core Training	6-8	Reading Coach	Reading and Language Arts Teachers	August 2012	Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principal
Wordly Wise Implementation	6-8	Reading Coach	Reading and Language Arts Teachers	August 2012	Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principal
Kagan Strategies (Reading strategies)	6-8	Kagan & Principal	6-8 Teachers	January 2013	Classroom observations, student portfolios, Teacher collaborations at grade level	Admin

Reading 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
Effective implementation of Kagan Strategies	Kagan Resources (Literacy and independent activities that allow children to practice reading, writing, and spelling skills.)	School Based Budget	\$100.00
			Subtotal: \$100.00
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 CELLA indicate 45% (202) proficient of students in listening / speaking. Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 50% (226) proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
45% (202)	
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 are struggling with main idea of a book.	Teacher will teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 201 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with complex sentences and sequence	The teacher will listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with Complex paraphrase.	The teacher will have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 CELLA indicate 28% (126) proficient of students in reading. Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 33% (149) proficient in reading.
2012 Current Percent of Students Proficient in reading:	
28% (126)	

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 are struggling with making predictions through the reading process.	Teacher will combine their background knowledge with the textual information provided to assess those global predictions	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with passage or story read.	The teacher will use teacher-made questions for a given passage or story read that relates to what has been discussed orally in the class	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with passage reading.	Students read /work together in small groups or pairs.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 CELLA indicate 27% (121) proficient of students in reading. Our goal for the 2012-13 school year is to increase students in CELLA by pr 5% percentage points to 32% (144) proficient in reading.
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2012 Current Percent of Students Proficient in writing:

27% (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	An anticipated barrier is that students are struggling with note taking.	The teacher will prepare outlines to equip students with a form for note-taking while reading dense portions of text.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
2	An anticipated barrier is that students are struggling with journal writing.	Students will write on topics of their choice and the teacher will respond with advice	RtI Team	Review bi-weekly journal to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA
3	An anticipated barrier is that students are struggling with base words, prefixes, and suffixes	Teachers should provide students with practice in recognizing word relationships and identifying the multiple meanings of words.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed	Formative – Achieve 3000 Summative – Results from 2013 FCAT Assessment and CELLA

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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

Mathematics Goal # 1a:

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: 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:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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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
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:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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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
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%.

Elementary School Mathematics Goal #

5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
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				

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 28% of students achieved a Level 3 proficiency. Our goal for the 2012-13 school year is to increase Level 3 student proficiency by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (127)	32% (147)

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 is the algebraic notation.	Develop an understanding on how to construct and analyze tables, graphs and equations to describe linear functions	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust	Formative –FCAT Test Maker and FCAT Explorer Interim

1		and other simple relations using both common language and algebraic notation.		intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Assessments Summative – Results from 2013 FCAT Math Assessment
2	An anticipated barrier is the understanding of geometry and measurement.	Teacher will provide visual stimulus to develop students' spatial sense	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment
3	An anticipated barrier is the understanding numbers and operations	Teacher will provide opportunities for students to make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:				
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:		As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 28% (127) of students achieved a Level 4 and 5 proficiency. Our goal for the 2012-13 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 30% (137).		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
28% (127)		30% (137)		

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 are not at higher grade level in number operation and problems content.	Students will participate in activities to use technology, FCAT Explorer, and Math Station, that includes visual stimulus to develop a higher knowledge content	Rtl Team	Math Coach and Math Department Chairperson will monitor the implementation of online programs through lesson plan reviews and classroom walkthroughs.	Formative –Quizzes and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment
2	An anticipated barrier is that students are not infused the Step-It-Up Problem Solving Protocol.	Students will create literary interactive math notebook to enhance their knowledge of the real-world situations.	Rtl Team	Administrators will monitor implementation through walkthroughs, observations, and review of lesson plans	Formative –FCAT Test Maker and student reflective journals and interactive word walls. Interim Assessments Summative – Results from 2013 FCAT Math Assessment
3	An anticipated barrier is that students do not receive data analysis problems in their daily instruction	Teacher will provide opportunities for data analysis to include making and stating conclusions and predictions based on data and comparing data of higher level grade.	Rtl Team	Administrators will monitor implementation of data analysis through walkthroughs, observations, and review of lesson plans.	Interim Assessments Summative – Results from 2013 FCAT Math Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 68% (309) of students making learning gains. Our goal for the 2012-13 school year is to increase students making learning gains by 5 percentage points to 73% (332).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (309)	73% (332)

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 do not receive daily instruction in operation and problems.	Teacher will provide opportunities for students to quick recall multiplication facts and related division facts and fluency with whole number multiplication. Students will create math interactive notebooks.	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment
2	An anticipated barrier is the grade level student development in regard geometry and measurement.	Teacher will provide students opportunity to use the National Library of Virtual Manipulatives to create a better understanding of perimeters and areas of composite two-dimensional figures, including non-rectangular figures.	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math 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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 64% of students in lowest 25% making learning gains. Our goal for the 2012-13 school year is to increase students making learning gains by 5 percentage points to 71% (323).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (300)	71% (323)

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 skills in number operation and problems are not at grade level.	Triumphs and interactive math notebooks will be implemented to provide students with additional opportunities in mastery multiplication and division facts	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plan	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment
2	An anticipated barrier is that students are not at grade level with fractions.	Teachers will provide students opportunities to verify the reasonable of fractions by including solve problems that involve repeated addition.	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment
3	An anticipated barrier is that students skills in geometry and measurement are not at grade level	Teachers will implement activities that provide students understanding of area, two-dimensional shapes, classify angles, identify and describe the results of transformations, and identify and build three-dimensional objects from two-dimensional representations. Students will also use the intervention program Triumphs.	Rtl Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plans	Formative –FCAT Test Maker and FCAT Explorer Interim Assessments Summative – Results from 2013 FCAT Math Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	Our goal from 2010-2017 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
	57	61	65	69	73	

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				

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
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 :

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	

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 :

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:				
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:		As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 32% of students achieved a Level 3 proficiency. Our goal for the 2012-13 school year is to increase Level 3 student proficiency by 4 percentage points to 36% (164).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (146)		36% (164)			
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 skills are not at grade level in Nature of Science.	Teachers will implement inquiry based investigation and hands –on activities addressing scientific method benchmarks. Students will participate in the Science Fair	Principal, Science Coach and Science Teachers	Administration will conduct targeted walkthroughs to monitor the implementation of hand-on experiments and activities in all science class.	Science Fair Projects Interim Assessments. Summative – Results from 2013 FCAT Science Assess

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:	As a new school, we will use the District averages to establish the current and expected performance. The district average of the 2012 FCAT indicate 13% of students achieved a Level 4 and 5 proficiency. Our goal for the 2012-13 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 15% (68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (59)	15% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is that students are not introduced higher order skills that relate in hands-on real world STEM applications.	Teachers will provide students opportunity to participate in project such as science fair and Fairchild Challenge.	RtI Team	Administration classroom walk-through and review of science fair log and projects	Science Fair projects. Interim Assessments. Summative – Results from 2013 FCAT Science 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
Develop Professional Learning Communities of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Scientific Thinking	All Grades	Science Department Head	Science teachers	September 26, 2012 January 2013 /During planning time	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	Principal, Assistant Principal, and Science Department Head.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective implementation of lab activities and hands-on learning	Science lab equipment	School Funding Source	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	As a new school, we will use the District averages to establish the current and expected performance. The District average of the 2012 FCAT Writing Test indicate that 80% of students scored Level 3 higher. Our goal for the 2012-13 school year is to increase the percentage of students scoring Level 3 or higher from 80% (364) to 82% (373).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (364)	82% (373)

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	Another anticipated barrier correlates to the writing strengths and skills each student possesses upon a new grade level. Some students may begin the school year writing below grade level.	Teachers will review all necessary components of writing using the Sunshine State Standards and will incorporate them across the curriculum in order to require every student to complete writing assignment using the specified Florida Writes format in each subject area including special area subjects such as physical education, music, art and foreign language.	RtI Team	Administration will conduct targeted walkthroughs/ observation to monitor implementation of writing across the curriculum	Generated outcomes from observations and the revision of the Writer's Notebook/Portfolio

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:	
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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
Teaching with graphic organizers for Expository, Narrative, and Persuasive Essays.	Grades 6 - 8 (All Subjects)	Writing Department Head	All teachers from grades 6-8	September 26, 2012 and October 2012	Administration will conduct targeted observation to monitor the use of graphic organizers on a school-wide scale that implements helpful drafting strategies that include planning and revising. Writer's Notebook/Portfolio will be closely monitored.	Principal, Assistant Principal, Reading Coach, and Writing Department Head.
Teaching and Revision Editing Strategies	Grades 6 -8 (All Subjects)	Writing Department Head	All teachers from grades 6-8	September 26, 2012 and October 2012	Administration will conduct targeted walkthroughs to monitor the integration of writing skills in other disciplines. Monitor journal notebook.	Principal, Assistant Principal, Reading Coach, and Writing Department Head

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal # 1:	As a new school, we will use District Baseline averages to establish the current and expected performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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	An anticipated barrier is that students are not at grade-level proficient with civic /government vocabulary.	Teacher will provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and to adjust intervention as needed. Administrators will monitor implementation through walkthroughs, observations, and the review of lesson plan	Interim Assessments. Summative – Results from 2013 FCAT Civics Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	As a news school we will use the District averages to establish the current and expected performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
	An anticipated barrier is that students are not introduced higher order	Teachers will provide opportunities for students to participate	RtI Team	Administration classroom walk-through and review of lesson	Interim Assessments.

1	skills that relate to project based learning.	in project-based learning activities and co-curricular programs		plan.	Summative – Results from 2013 FCAT Civics 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
Project Based Learning	Grades 6 -8 (All Subjects)	Social Studies Department Head	All teachers from grades 6-8	September 26, 2012 and October 2012	Administration will conduct targeted walkthroughs to monitor the integration of project based learning in civic class.	Principal, Assistant Principal, Reading Coach, and Social Studies Department Head.

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	The 2012 Average Daily Attendance Rate was 93.69%.
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Attendance Goal #1:	The 2013 Average Daily Attendance Rate is expected to be 94.69%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.69%	94.69%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	A preliminary anticipated barrier is the parent and student unawareness of the mandatory responsibility to attend school daily and arrive on time.	The parent and student will be provided with a Parent/Student handbook detailing the legal responsibility of the student satisfactory attendance, sign and return acknowledgement of this procedure. Students will be given an assembly during the first two weeks of school detailing this procedure as well as the incentives and consequences attached to their attendance rates. During Parent Night , they will be presented with the Handbook information.	Principal and Registrar	The effectiveness of the strategy will be monitored receipt of the sign Parent/Student handbook form and the daily attendance reports.	The tool that will be used to tackle this anticipated barrier will be the school wide student attendance rate.

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
					Discuss legal responsibility of student	

Attendance Workshop	ALL	Principal, and Registrar	All Students, Parents, and Staff	Start of school September 26, 2012	daily attendance and reporting to school on time monitored by the daily student attendance report	Principal, and Registrar
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Attendance Budget:

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

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 2012-13 Suspension Rate is expected to be 0%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	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	A preliminary anticipated barrier for the suspension goals is a lack of positive reinforcement and recognition school wide.	A "Super Student" Certificate will be issued to students on a quarterly basis (with report cards) for those students who do not receive any detentions or suspensions for each quarter.	Principal	The effectiveness of this strategy will be determined by the number of students who achieve the "Super Student" certificate on a quarterly basis.	The evaluation tool that will be used to tackle this anticipated barrier will be an in school created spreadsheet recording those students who have received detentions and suspensions and those who have not.
2	An anticipated barrier is a lack in effectiveness of a character education and values plan implemented on a school wide basis.	Implement a school wide monthly character education value through a teacher led committee to incorporate key values to success and a positive learning environment such as: citizenship, cooperation, fairness, integrity, kindness, pursuit of excellence, respect, responsibility, honesty, trustworthiness, and positive attitude. The students who are nominated monthly by homeroom will have their picture displayed on a bulletin board and receive a certificate as well as donuts and refreshments.	Principal	The effectiveness of this strategy will be monitored by the average number of students receiving the positive rewards and recognition as opposed to the average number of students receiving the consequences of detentions and suspensions.	The evaluation tool that will be used to tackle this anticipated barrier will be an in school created spreadsheet recording those students who have received detentions and suspensions and those who have not. Another tool is a monthly spreadsheet created in school that will nominate a student for the month's character education value per homeroom, which will be maintained by the teachers and staff.
3	An anticipated barrier of the lack of reinforcement of the school wide discipline plan	Teachers will be monitored in regards to implementation of the school wide discipline plan in an effort to increase parent communication and decrease student misbehavior.	Principal	The effectiveness of this strategy will be monitored through monthly faculty and lead teacher meetings discussing issues with discipline and misbehavior. Teachers will hold weekly behavior chat meetings at their grade level meetings to discuss progress with students who misbehave.	The evaluation tools that will be used to tackle this anticipated barrier will be the weekly grade level meeting minutes, faculty and lead teacher meeting minutes, as well as the number of students who receive detentions and suspensions as recorded on the in house created spreadsheet.

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
Positive Student Recognition Workshop	ALL	Principal, Character Education Committee	All staff and students	September 11, 2012	A spreadsheet created in school to record the names of students who are nominated for the monthly character education value	Principal, Assistant Principal, and Character Education Committee

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives and rewards	Certificates, donuts, and refreshments	PTSO	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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>	As a new school for the upcoming 2012-2013 school year, the goal is to have 86% (391) of parents complete their volunteer hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

86% (391)		86% (391)			
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 parent lack of knowledge in regard to FCAT reading and FCAT math.	Provide FCAT Reading and FCAT Math Nights twice a year to teach strategies that can be used at home to improve student achievement.	Principal, Reading Coach, PTSO and EESAC	Family Survey	Parent Attendance Sign-In Sheets Family 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
Study Skills	All Parents and Staff	Principal	All Parents and Staff	November 3, 2012	School Climate Survey	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Reading & FCAT Math printed materials	Task Cards, Brochures	PTSO	\$200.00
			Subtotal: \$200.00
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
Provide students, parents, and staff with Attendance Workshops	Donuts and refreshments	EESAC	\$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: \$400.00

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:		The goal is to provide students with a well-rounded middle-school education, through a challenging program such as the Fairchild Challenge, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.			
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 that students have not been exposed to grade-level activities that correlate to design and develop science and engineering projects	Teachers will incorporate weekly science and engineering projects that increase scientific thinking, and the development and implementation of inquiry-based activities.	RtI Team	Administration classroom walk-through and review of lesson plan	Interim Assessments. Summative – End of the Year Assessment and Project

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
Engineering Project Ideas	Grades 6 -8 (All Subjects)	Science and Math Department Head	All math and science teachers from grades 6-8	September 26, 2012 and October 2012	Administration will conduct targeted walkthroughs to monitor the integration of the projects in other disciplines.	Principal, Assistant Principal, Math & Science Department Head.

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			The goal is to increase student enrollment in middle school CTE courses.		
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 enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	Teachers and administrators will promote student development of certification goals and student awareness of industry	Principal, AP, and student services	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Summative – End of the Year Assessment and student completion rate

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
Science	Effective implementation of lab activities and hands-on learning	Science lab equipment	School Funding Source	\$1,000.00
Parent Involvement	FCAT Reading & FCAT Math printed materials	Task Cards, Brochures	PTSO	\$200.00
				Subtotal: \$1,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Effective implementation of Kagan Strategies	Kagan Resources (Literacy and independent activities that allow children to practice reading, writing, and spelling skills.)	School Based Budget	\$100.00
Parent Involvement	Provide students, parents, and staff with Attendance Workshops	Donuts and refreshments	EESAC	\$200.00
				Subtotal: \$300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Incentives and rewards	Certificates, donuts, and refreshments	PTSO	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$2,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance and Arrival on time School Incentives	\$300.00
Student Recognition Incentives	\$400.00

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

1. Create and monitor the School Improvement Plan
2. Review student data
3. Reach out to the community to obtain more partners.
4. Organize Reading and Mathematics Night Event
5. Assist the school to create and analyze school climate surveys for parents

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
No Data Found
No Data Found