

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: BELLALAGO ACADEMY

District Name: Osceola

Principal: Wendy Honeycutt

SAC Chair: Abe Mendez

Superintendent: Melba Luciano

Date of School Board Approval:

Last Modified on: 9/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Wendy Honeycutt	Bachelors in Elementary Education; Masters in TESOL; Masters in Educational Leadership; Certifications in Elementary Education, ESOL, Educational Leadership and School Principal	8	7	2011-2012 School Grade-B
Assis Principal	Matthew DeRight	Bachelor of Science degree in Business Administration; Masters in Educational Leadership	3	6	2011-2012 School Grade-B
		Bachelor of Arts degree in Elementary			

Assis Principal	Mark Ferguson	Education; Masters of Science Degree in Educational Leadership Certifications in Elementary Education, Middle Grades English, Middle Grades Mathematics, ESOL Endorsement and School Principal.	1	24	2011-2012 School Grade-A (Westside K-8)
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INSTRUCTIONAL COACHES

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

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)
Literacy	Marie Troop	Bachelor's Degree, Elementary Education, ESOL Endorsement, Reading Endorsement, Master's Educational Leadership Certification in Ed Leadership	1	1	Bellalago, 2011-2012 School Grade-B
Math & Science	Sue Lourcey	Bachelor's Degree Elementary Education, ESOL Endorsement, Gifted Endorsement, Certification PE K-12			Central Ave Elementary, 2011-2012 School Grade-C

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	The School District of Osceola County hires only "highly qualified" teachers. School-based strategies that will continue to be used to recruit and retain high quality, highly qualified teachers include, but are not limited to: *a specific and targeted interview process that defines high expectations for applicants; *high expectations and opportunities for ongoing, targeted professional development to enhance skill levels that contribute to teacher success; *opportunities for collaboration and support from team members, Literacy Coach, Math/Science Coach, Academic Dean, Discipline Dean and administration; *faculty-wide celebrations of classroom, student, and teacher success stories	School District Certification Department and Human Resources Department; Wendy Honeycutt, Principal; Matt DeRight, Asst. Principal; Mark Ferguson, Asst. 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
28 Teachers are currently teaching out-of-field; none of them received a less than effective rating	Enrollment in Endorsement Courses-Reading,ESOL,Gifted Mentor program for all new teachers Support from Literacy Coach, Math/Science Coach, Academic Dean

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
94	8.5%(8)	34.0%(32)	42.6%(40)	14.9%(14)	39.4%(37)	100.0%(94)	13.8%(13)	4.3%(4)	54.3%(51)

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
Ysmenia Rosario	Judy Taylor	Both are elementary teachers	Will train, assist, make classroom visits, model, provide visitation opportunities to other classrooms for professional observation

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

Bellalago Academy is not a Title I school based on our Free/Reduced data.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Bellalago Academy participates in the "Families in Transition" program established at the district level. The school has volunteers who are contacts for the school and serve as liaisons between the "F.I.T" district contact and the school.

Training and support is provided by the district contact.

Supplemental Academic Instruction (SAI)

Bellalago Academy receives SAI funding directly from the state. The majority of funds are used for salaries. Any additional money will be used for the 2012-2013 school year for after-school and Saturday tutoring programming. Students will be identified as those not making adequate yearly progress as seen in FCAT data, and other students not making academic progress in non-FCAT tested grades.

Violence Prevention Programs

Safe and Drug-Free Schools funding is supporting the salary of two part-time paraprofessionals who are serving as Campus Monitors. We have an additional Paraprofessional who has received extensive training in a number of positive youth intervention programs, such as Second Step and the district's Anti-Bullying program.

Elementary Guidance Counselor will be implementing the Too Good for Drugs and Too Good for Violence programs with 5th grade block classes.

Utilizing school-wide discipline method-Time to Teach.

Implementation of social skills group, "Student Success Through Prevention".

Nutrition Programs

Bellalago Academy participates in the federally funded district food program.

School site wellness coordinator--Danielle Saunders

District-wide nutrition and wellness is provided by the Osceola County School District.

Osceola District Schools are committed to providing school environments that promote and protect health, well-being, and the ability to learn for students and staff by supporting healthy eating and physical activity.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Bellalago Academy has 2 teachers that teach CTE courses. Both teach middle school students. The courses are Computer Applications and Intro to Technology (STEM).

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Guidance Counselor, Danielle Saunders (RtI Coach)
- Guidance Counselor, Nuria Clarke
- Principal, Wendy Honeycutt
- Assistant Principal, Matthew DeRight
- Assistant Principal, Mark Ferguson
- Dean, Joann Dorries
- Dean, Avelira Gonzalez

School Psychologist, Matt Wiggins
Paraprofessional, Lori Crawford
Literacy Coach, Marie Troop
Math & Science Coach, Sue Lourcey
Teacher/K-5
Teacher/6-8

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 three-tiered model for RTI is implemented for school-wide groups of students, to individual students who are not demonstrating academic and/or behavioral success. Intervention teams consisting of the appropriate team members for the age/grade of the student meet to discuss quality interventions.

Tier I is considered to be the on-grade level core content instruction with research-based materials. Tier II interventions are for targeted groups of students. Tier III is for individual students who do not respond as desired to Tiers I and II. The Continuous Improvement Model (CIM) is used as the model for continuous review and evaluation.

For Tier III students, the classroom teacher begins with available data showing the student's academic levels. Team members contribute possible solutions for the lack of academic progress, discuss the interventions to implement, and the graphing procedures to indicate progress. Time frames are established, and subsequent meeting dates are set. At any time through the process, if additional suggestions or guidance are needed, team members can reconvene, discuss, re-evaluate, etc. The problem-solving method is used to define the problem, analyze the problem, brainstorm and implement interventions. A method of progress monitoring is developed to evaluate the intervention plan and the student's response to it.

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?

Members of the RtI Leadership Team meet regularly to review data from the numerous data collection assessments given throughout the school year. The data is reviewed by individual student, classroom, and/or grade level. These team members contribute goals and goal-completion strategies for the SIP as the data is discussed for student, classroom, and grade level progress.

The RtI team members see the connection between sound and appropriate interventions and the academic/behavioral achievement of all students, including those who represent all AYP subgroups. RtI identifies groups of struggling students, uses data to develop interventions for these students, and monitor their progress. The connection between RtI and AYP is clear, and the contribution of the RtI team members who bridge these two areas allows this valuable information to be captured in the SIP process.

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.

At the teacher level, various recording charts and graphs are utilized to meet the intervention for each situation. Data is recorded on a school-wide scale through:
*ODMS, the district data management system available to all faculty, support team, and administration, and/or
*all internal EXCEL file systems used to collect, sort, and summarize tiered data;
District-wide Formative Assessments in Math and Science.

Describe the plan to train staff on MTSS.

Staff members are trained annually by School Psychologists from the district Student Services department. These trainings are conducted both in full faculty meetings, or individual grade level meetings. The trainings include PowerPoint presentations, hand-outs showing RTI Tier Expectations, RTI team member roles and responsibilities, etc.

Describe the plan to support MTSS.

Weekly IET meetings to review student data
Monthly meetings with teachers to discuss student achievement and growth
Provide guidance and strategies to meet the needs of all learners

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marie Troop - Literacy Coach
Joann Dorries - Academic Dean
Wendy Honeycutt - Principal
Mark Ferguson - Assistant Principal
Kim Taylor - Media Specialist
Millie Torres
Leia Bender
Stephanie Schnell
Julie Roberts
Renee Maniace
Donna Williams
Michelle O'Donnell
Alicia Nunez-Duran
Katherine Mogensen

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

The team meets monthly after school hours. Schoolwide literacy initiatives are discussed and reviewed. Program planning for parent events takes place. Schoolwide trend data in Reading is reviewed specific to the area of main idea instruction.

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

The literacy council will review schoolwide data trends. The council will review FCAT 2.0 and prepare teachers for the 2013 FCAT Reading administration. The team will continue to provide parent / student programs to support schoolwide literacy (Accelerated Reader incentives, Kid/Teenbiz incentives, BrainPop, STAR Reading, National Geographic (Middle School) for text complexity. Discuss Common Core standards and implementation.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will participate in school based professional development to include text complexity, effective teaching strategies, with a focus on Common Core initiatives.
Posters of Faculty/Staff engaged in Reading will be located throughout campus to promote and model lifelong reading for our students.

*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:	Based on the 2013 FCAT the percent of students scoring Level 3 in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Reading FCAT 34% of students scored at Achievement Level 3.	Based on the 2013 Reading FCAT, the percent of students scoring at Achievement Level 3 will increase by at least 5%

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	Alignment of Curriculum Content Timelines and Resources and Support	Utilize data-analysis on reading strands and align to formative assessments. Common Planning in Middle School. Reading in Content Area BrainPop	Administration Literacy Coach Literacy Council Reading Teachers AVID Coordinator	Ongoing progress monitoring	Progress Monitoring monitoring Formative Assessments FAIR FOCUS CIM KidBiz/TeenBiz Star Reading
2	Poor Academic Achievement with students scoring below Level 3	Use daily exemplary Core Reading instructional practices within stimulating & challenging environments	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Monitor Lesson Plans for 90 Minute Reading Period aligned with FCAT requirements and research-based exemplary practices.	Lesson Plan Documentation, Classroom Walkthroughs for research-based exemplary practices; FAIR Formative Assessment Results; KidBiz & TeenBiz results; Marzano iObservation teacher assessment tool
3	Students currently performing at low level 3 drop to level 2 based on new cut scores	Provide tutoring during and after school.	Administration, Literacy Coach, Classroom Teachers	Progress Monitoring	Progress Monitoring Pre & Post Assessments for Effectiveness
4	Alignment of Curriculum Content Timelines and Resources and Support	Utilize data-analysis on reading strands and align to formative assessments. Common Planning in Middle School. Reading in Content Area	Administration Literacy Coach Literacy Council Reading Teachers AVID Coordinator	Ongoing progress monitoring	Progress Monitoring Formatives FAIR FOCUS CIM
5	Parental and Community Involvement	Increase use of FCAT Explorer at home and KidBiz/TeenBiz. Family Literacy Nights	Administration Literacy Coach Literacy Council Academic Dean	Progress Monitoring of student use of programs and improvement.	Parent Involvement Survey

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:	Based on the 2013 FCAT the percent of students scoring Level 4 in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 30% of our students scored Level 4.	Based on the 2013 FCAT the percent of students scoring at or above Achievement Level 4 or above will increase by at least 5%.

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	Rigorous Instruction aligned with FCAT tasks for moderate to high complexity levels	differentiated tasks for extending thinking and developing vocabulary, comprehension, and writing skills in daily literacy stations and small group instruction.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthroughs	Lesson Plan Documentation, Classroom Walkthroughs for research-based exemplary practices; FAIR Formative Assessment Results; KidBiz & TeenBiz results; Marzano iObservation teacher assessment tool
	Insufficient enrichment programs due to focus on remedial programs for lower quartile students.	Increase enrichment opportunities for higher level students including but not limited to	Administration, Literacy Council, and Classroom Teachers	Administration classroom walkthroughs, Leadership monitoring of data produced from various	Monitor Attendance, Progress Monitoring (Pre-

2		afterschool & Saturday enrichment programs (Writing Round Up Saturdays, Sunshine State Readers Book Club, After School Academic Program)		programs (weekly)	test & Post-test), AR Test data
3	Parental and Community Involvement	Increase use of FCAT Explorer by teachers and students. Utilize KidBiz/TeenBiz Family Literacy Nights Parent Links-School Website Utilize DCommunity Volunteers to provide reading assistance with AVID Students	Administration Literacy Coach Academic Dean Reading Instructors AVID Coordinator AVID Volunteers	Progress monitoring of student use of programs. Parent Feedback forms Parent Sign in sheets	Program reports Parent Involvement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the 2013 FCAT the percent of students making Learning Gains in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 66% of our students made Learning Gains in Reading.	Based on the 2013 FCAT, at least 71% of our students will make Learning Gains in Reading.

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
Alignment of Curriculum Content Timelines and Resources in Support	Intensive Intervention Instruction (iii) with at risk student populations	Administration Literacy Coach Math/Science	Ongoing progress monitoring.	KidBiz/TeenBiz FCAT Explorer FOCUS CIM

1		in 3rd-5th grade. Level 1 and Level 2 Students in 6th-8th will be scheduled in Double Block reading and Intensive Reading Courses. Reading in the Content Area. Utilize CIM Common Planning in Middle School	Coach Literacy Council Academic Dean Reading Instructors AVID Coordinator		BrainPop STAR Reading FAIR
2	Inadequate Learning Gains	Utilize Accelerated Reader Program for K-2nd and KidBiz / TeenBiz and FCAT Explorer in 3rd-8th, along with iii and Extended Learning opportunities.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Monitor lesson plans for documentation of use of programs; frequent monitoring of programs	Accelearted Reader, KidBiz / TeenBiz, FCAT Explorer
3	Alignment of Curriculum Content Timelines and Resources in Support	Intensive Intervention Instruction (iii) with at risk student populations in 3rd-5th grade. Level 1 and Level 2 Students in 6th-8th will be scheduled in Double Block reading and Intensive Reading Courses. Reading in the Content Area. Utilize CIM Common Planning in MS	Administration Literacy Coach Literacy Council Academic Dean Reading Instructors AVID Coordinator	Ongoing progress monitoring.	KidBiz/TeenBiz. FCAT Explorer FOCUS CIM
4	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy Nights Parent Links-School Website	Administration Literacy Coach Literacy Council Academic Dean AVID Coordinator	Progress Monitoring od student use of program and improvement. Parent Feedback Forms.	Parent Involvement Survey

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:	Based on the 2013 FCAT the percent of students in the Lowest Quartile making Learning Gains will meet or exceed the state and district averages.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 67% of students in the Lowest Quartile (bottom 25%) made Learning Gains.	Based on the 2013 FCAT at least 72% of our students in the Lowest Quartile (bottom 25%) will make Learning Gains.

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	Inadequate Academic Achievement in Lowest Quartile	Provide iii small group Reading Tutoring, along with Tutoring, and Extended-Learning Programs for low-performing student. Individualized pullout with low performing students.	Administration, Literacy Coach, Math/Science Coach, Literacy Council, Classroom Teachers AVID Coordinator IAT Team	RtI Process	Extended-Learning Progress Monitoring Assessments
2	Students not able to attend after school tutoring sessions	Additional Tutoring during school hours at block time, computer based instruction.	Administration, Literacy Coach, Math/Science Coach, Academic Dean, AVID Coordinator, IAT Team, Classroom Teachers	RtI Process Progress Monitoring	Progress Monitoring Pre & Post Test for Effectiveness
3	Inadequate Academic Achievement in Lowest Quartile	Provide iii small group Reading Tutoring, along with Tutoring, and Extended-Learning Programs for low-performing students.	Administration, Literacy Coach, Literacy Council, Classroom Teachers	RtI Process	Extended-Learning Progress Monitoring Assessments
4	Students not able to attend after school tutoring sessions	Additional Tutoring during school hours at block time, computer based instruction.	Administration, Literacy Coach, Classroom Teachers	RtI Process Progress Monitoring	Progress Monitoring Pre & Post Test for Effectiveness

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 # Based on Ambitious but Achievable Annual Measurable Objectives, students performing at proficiency level in reading will increase by 5% annually. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	74%	79%	84%	89%	

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:	Based on the 2013 FCAT the percent of students subgroups making Learning Gains in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 39% of student subgroups by ethnicity did not make satisfactory progress in reading.	Based on 2013 FCAT, the percent of student subgroups by ethnicity not making satisfactory progress in reading will decrease by 5%.

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	Inadequate Yearly Progress	Math and Science Formative Assessments, (FAIR), CBM Oral Fluency Assessments will identify students to determine level of reading proficiency and appropriate interventions will be implemented in a timely manner. Extended Learning Opportunity will provide additional instructional time for at risk learners. Ensuring rigorous and differentiated tasks for extending thinking and developing vocabulary, comprehension, and writing skills in daily literacy stations and small group instruction done via lesson plan review and consistent classroom walk throughs.	Administration, Literacy Coach, Math Science Coach, Academic Dean, Literacy Council, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthroughs	Treasures, FAIR, Progress Monitoring Assessments; KidBiz / TeenBiz reports; Marzano iObservation teacher assessment tool
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy Nights Parent Links-School Website BookMark Buddies	Administration Literacy Coach Math/Science Coach Literacy Council Academic Dean AVID Coordinator Classroom Teachers	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey
3	Inadequate Yearly Progress	Math and Science Formative Assessments, (FAIR), CBM Oral Fluency Assessments will identify students to determine level of reading proficiency and appropriate interventions will be implemented in a timely manner. Extended Learning Opportunity will provide additional instructional time for at risk learners. Ensuring rigorous and differentiated tasks for extending thinking and developing vocabulary, comprehension, and writing skills in daily literacy stations and small group instruction done via lesson plan review and consistent classroom walk throughs.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthroughs	Treasures, FAIR, Progress Monitoring Assessments; KidBiz / TeenBiz reports; Marzano iObservation teacher assessment tool

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

Based on the 2013 FCAT the percent of ELL students making satisfactory progress in Reading will meet or exceed district and state averages.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Based on 2013 FCAT, 56% percent of ELL students did not make satisfactory progress in reading.	Based on 2013 FCAT, the percent of ELL students not making satisfactory progress in reading will decrease by 5%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate Yearly Progress	ELL cluster classrooms using exemplary instructional practices within stimulating/challenging environments BrainPop	Administration, ELL staff, Classroom Teachers	Lesson Plans with ELL strategies; RtI Process; LEP Meetings	Progress Monitoring Assessments BrainPop STAR Reading
2	Inadequate Yearly Progress (Middle School)	Identified students will be placed in an ESOL elective class one period a day for Middle School. BrainPop	Administration, ELL staff, Classroom Teacher RtI Coach	Lesson Plans; RtI Process	Progress Monitoring Assessments BrainPop STAR Reading
3	Inadequate Yearly Progress	ELL cluster classrooms using exemplary instructional practices within stimulating/challenging environments.	Administration, ELL staff, Classroom Teachers	Lesson Plans with ELL strategies; RtI Process; LEP Meetings	Progress Monitoring Assessments
4	Inadequate Yearly Progress	Identified students will be placed in an ESOL elective class one period a day for Middle School.	Administration, ELL staff, Classroom Teacher	Lesson Plans; RtI Process	Progress Monitoring Assessments

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:	Based on 2013 FCAT, the percent of SWD students making satisfactory progress in reading will meet or exceed district and state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 76% of SWD did not make satisfactory progress in reading.	Based on 2013 FCAT, the percent of SWD not making satisfactory progress in reading will decrease by 5%.

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	Not Applicable				
2	Number of allocations of VE teachers to support growing SWD population	Co-Teach model ELA Support Facilitation Extended reading block	Administration RCS ESE Teachers Classroom Teachers	Weekly progress monitoring	FCAT Reading 2013
3	Parental Involvement	Increased use of FCAT Explorer and KidBiz/TeenBiz at home Literacy nights Parent resources on school Website	Administration RCS ESE Teachers Classroom Teachers Literacy Coach	Progress monitoring of student use of programs Improvements	Parent Involvement Surveys

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:	Based on the 2013 FCAT the percent of students making satisfactory progress in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT, 43% percent of Economically Disadvantaged students did not satisfactory progress in reading.	Based on 2013 FCAT, the percent of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 5%.

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	Inadequate Yearly Progress	Enrollment in Extended-Learning opportunities.	Administration, Literacy Coach, Math/Science Coach, Literacy Council, Guidance Counselors, RtI Coach and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthrough	Progress Monitoring Assessments
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy and Math Nights Parent Links-School Website BookMark Buddies AVID Tutors	Administration Literacy Coach Math/Science Coordinators Literacy Council Academic Dean AVID Coordinator	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey
3	Inadequate Yearly Progress	Enrollment in Extended-Learning opportunities.	Administration, Literacy Coach, Literacy Council, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthrough	Progress Monitoring Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards PD	All grades	Marie Troop	All Teachers	6/18-19/2012 9/5/2012 10/19/2012 Ongoing	Classroom Walkthroughs Lesson Plans iObservations	Administration Literacy Coach Academic Dean
Text Complexity PD	All grades	Marie Troop	All Teachers	During Grade level meetings 10/19/2012 Ongoing	Classroom Walkthroughs Lesson Plans iObservation	Administration Literacy Coach Academic Dean
Comprehension Instructional Sequence Model PD	All grades	Marie Troop	All Teachers	During Grade Level meetings Model Lessons	Classroom Walkthroughs Lesson Plans iObservations	Administration Literacy Coach Academic Dean

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000 KidBiz/TeenBiz	Computer based program	Discretionary Budget	\$23,100.00
BrainPop	Computer based license	Discretionary Budget	\$2,590.00
Accelerated Reader/STAR Reading	Computer based program	Discretionary Budget	\$8,000.00
			Subtotal: \$33,690.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SMART Technology	SMART Board, Elmo, Projector, SMART Response Systems	EFBD	\$250,000.00
			Subtotal: \$250,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Connections	Common Core Training	SAC Discretionary Budget	\$900.00
			Subtotal: \$900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$284,590.00

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.		ELL students scoring proficient in listening/speaking will increase by a minimum of 5% on CELLA 2013.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Based on CELLA 2012, 54% of ELL students scored proficient in listening/speaking.					
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	% of ELL students do not speak any English	Differentiated, collaborative grouping according to language acquisition level BrainPop Kidbiz/Teenbiz	ESOL Compliance Specialist ESOL Paraprofessionals Academic Dean Classroom Teachers	Fluency Test Progress Data	Cella 2013

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

2. Students scoring proficient in reading. CELLA Goal #2:		ELL students scoring proficient in reading will increase by a minimum of 10% on CELLA 2013.			
2012 Current Percent of Students Proficient in reading:					
Based on CELLA 2012, 35% of students scored proficient in reading.					
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	18% of ELL students speak no English	Differentiated Instruction utilizing learning stations. BrainPop Kidbiz/Teenbiz	ESOL Compliance Specialist ESOL Paraprofessionals Administration Academic Dean Classroom Teachers	Fluency FAIR Lexile Assessment Scores	Cella 2013

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		ELL scoring proficient in writing will increase by a minimum of 10% on Cella 2013.			
2012 Current Percent of Students Proficient in writing:					
Based on 2012 Cella 37.5% of ELL students scored proficient in Writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English vocabulary	Journaling, Cornell Notes, Monthly writing prompts	ESOL Compliance Specialist ESOL Paraprofessional Administration LA Teachers Classroom Teachers	Writing Prompt scores	Cella 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BrainPop	ESL/ELL program based on animated movies and interactive features. Incorporates listening, speaking, reading, and writing	Discretionary Budget	\$2,590.00

skills.			
			Subtotal: \$2,590.00
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
Core Connections Training	Common Core Writing training provide by Core Connection Consultant	SAC Discretionary Funds	\$900.00
			Subtotal: \$900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,490.00

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:	Based on the 2013 FCAT the percent of students scoring Level 3 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Math FCAT 25% of students scored at Achievement Level 3.	Based on the 2013 Math FCAT, the percent of students scoring at or above Achievement Level 3 will meet or exceed 30%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students currently performing at low Level 3 drop to Level 2 based on cut scores	Provide Extended Learning Opportunities Integration of Smart Technology to enhance learning environment in all classrooms BrainPop K-3 Utilize Math Timez Attack Program 4-5 Utilize Math in a Flash	Administration Math/Science Coach Classroom Teachers	Progress Monitoring	Progress Monitoring, Pre and Post assessments for effectiveness
2	Poor academic achievement for students scoring at or below Level 3	Use daily exemplary Core Reading instructional practices within stimulating and challenging environments Integration of Smart Technology to enhance learning environment in all classrooms K-3 Utilize Math Timez Attack program 4-5 Utilize Math Facts in a Flash	Administration Math & Science Coach Classroom Teachers Academic Dean	Monitor Lesson plans for 90 minute period aligned with NGSSS/Common Core standards and research based exemplary practices	Lesson plan documentation Classroom walk throughs FAIR Formative Assessments KidBiz/TeenBiz BrainPop STAR Reading MathFacts in a Flash Think Central
3	Poor content in essential skills background knowledge	Forming departmentalized teams to concentrate instruction Use of Discovery Education Fieldtrip to Environmental Center Using exemplary instructional practices to create stimulating and challenging environments Integration of Smart Technology to enhance learning environment in all classrooms BrainPop	Administration Academic Dean Math/Science Coach Classroom Teachers	Monitor Lesson plans for alignments with NGSSS/Common Core Classroom walkthroughs	MacMillan Science assessments Daily Observations Data Director Formative Assessments Classroom Walkthroughs Marzano iObservations
4	Teachers understanding of Common Core Standards	Monitoring Lesson Plans Professional Development Transitioning from NGSSS to Common Core PLCs Repacking Common Core	Administration Academic Dean Math/Science Coach Classroom Teachers	Classroom walkthroughs Lesson Plans	Formative Assessments FAIR

		Standards BrainPop K-3 Utilize Math Timez Attack 4-5th Utilize Math Facts in a Flash			
5	Parental and Community Involvement	Increase use of FCAT Explorer and KidBiz/TeenBiz at home Family Literacy, Math & Science Nights Parent Resources on School Website BrainPop K-3 Utilize Math Timez Attack 4-5th Utilize Math in a Flash	Administration Math/Science Coach Academic Dean AVID Coordinator	Progress Monitoring of student use of programs and improvement.	Parent Involvement Survey

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:	Based on the 2013 FCAT the percent of students scoring Level 4 or higher in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 24% of students scored Level 4 or higher.	Based on the 2013 FCAT 29% of tudents will score Level 4 or higher.

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
Rigorous Instruction aligned with FCAT tasks for moderate to high	problem-solving strategies	Administration, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI	Lesson Plan Documentation, Classroom

1	complexity levels			Process; Classroom Walkthroughs	Walkthroughs and Harcourt and Riverside Formative Assessment Results
2	Insufficient enrichment programs due to focus on remedial programs for lower quartile students	Increase enrichment opportunities for higher level students including but not limited too afterschool & Saturday enrichment programs (mathletes, math olympiads, After School Academic Program)	Administration, Classroom Teachers	Administration monitoring weekly of programs, Review of data generated from programs	Progress monitoring, pre/post tests, classroom walkthroughs, attendance data
3	Students not attending after school tutoring.	Additional tutoring after school for Algebra I students taking End of Course exam.	Administration, Classroom Teachers	Pre & Post practice exams	Progress monitoring EOC Exam

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:	Based on the 2013 FCAT the percent of students making Learning Gains in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 66% made learning gains in Mathematics.	Based on the 2013 FCAT, at least 71% of our students will make Learning Gains in Math.

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
Inadequate Learning Gains	Utilize Accelerated Reader Program for K-2nd and KidBiz / TeenBiz and	Administration, Math/Science Coach, and	Monitor lesson plans for documentation of use of programs; frequent	Accelearted Reader, KidBiz / TeenBiz, FCAT

1		FCAT Explorer in 3rd-8th, along with iii and Extended Learning opportunities.	Classroom Teachers	monitoring of programs	Explorer BrainPop Math in a Flash STAR Reading
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy, Science, Math Nights Parent Links-School Website BookMark Buddies	Administration Math/Science Coach Academic Dean AVID Coordinator	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey
3	Inadequate Learning Gains	Implement Harcourt Go Math Program, using exemplary Math instructional practices and at least a 60 minute daily instructional period within stimulating/challenging environments	Administration & Classroom teachers	Monitor Lesson Plans for 60 Minute Period aligned with FCAT requirements and research-based exemplary practices	Lesson Plan Documentation, Classroom Walkthroughs; Harcourt and Riverside Formative Assessment Results; Marzano iObservation teacher assessment tool

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:		Based on the 2013 FCAT the percent of students in the Lowest Quartile making Learning Gains will meet or exceed the state and district averages.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the 2012 FCAT 58% of students in the Lowest Quartile (bottom 25%) made Learning Gains in mathematics.		Based on the 2013 FCAT at least 63% of our students in the Lowest Quartile (bottom 25%) will make Learning Gains.			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool	

			Monitoring	Strategy	
1	Inadequate Academic Achievement in Lowest Quartile	Provide iii small group Reading Tutoring, along with Tutoring, and Extended-Learning Programs for low-performing student. Individualized pullout with low performing students.	Administration, Literacy Coach, Math/Science Coach, Literacy Council, Classroom Teachers AVID Coordinator IAT Team	RtI Process	Extended-Learning Progress Monitoring Assessments
2	Students not able to attend after school tutoring sessions	Additional Tutoring during school hours at block time, computer based instruction.	Administration, Literacy Coach, Math/Science Coach, Academic Dean, AVID Coordinator, IAT Team, Classroom Teachers	RtI Process Progress Monitoring	Progress Monitoring Pre & Post Test for Effectiveness
3	Poor Academic Achievement in Lowest Quartile	Provide small group Math Tutoring, and Extended-Learning Programs for low-performing students.	Administration & classroom teachers	RtI process	Harcourt Intervention, and Extended-Learning Progress Monitoring Assessments
4	Students not able to attend after school tutoring sessions	Provide additional tutoring during schools at block time, computer based instruction	Administration Classroom Teachers	Progress Monitoring RtI Process	Progress Monitoring, Pre & Post assessments for Effectiveness

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 # Based on AMOs, reading and math performance will reduce their achievement gap by 6% annually.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	54	60	66	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:	Based on the 2013 FCAT the percent of subgroups by ethnicity making satisfactory progress in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 41% of our students did not make satisfactory progress in Math.	Based on the 2013 FCAT at student subgroups by ethnicity not making satisfactory progress in Math will decrease by at least 5%.
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
	Inadequate Yearly Progress	Math and Science Formative Assessments, (FAIR), CBM Oral Fluency Assessments will identify	Administration, Literacy Coach, Math Science Coach, Academic	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom	Treasures, FAIR, Progress Monitoring Assessments;

1		students to determine level of reading proficiency and appropriate interventions will be implemented in a timely manner. Extended Learning Opportunity will provide additional instructional time for at risk learners. Ensuring rigorous and differentiated tasks for extending thinking and developing vocabulary, comprehension, and writing skills in daily literacy stations and small group instruction done via lesson plan review and consistent classroom walk throughs.	Dean, Literacy Council, and Classroom Teachers	Walkthroughs	KidBiz / TeenBiz reports; Marzano iObservation teacher assessment tool
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy Nights Parent Links-School Website BookMark Buddies	Administration Literacy Coach Math/Science Coach Literacy Council Academic Dean AVID Coordinator Classroom Teachers	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey
3	Inadequate Yearly Progress	Implement Go Math Program, using exemplary Math instructional practices and at least a 60 minute daily instructional period, using Think Central online resources for enrichment and intervention.	Administration and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthroughs	Harcourt Go Math, Marzano iObservation teacher assessment tool

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:	Based on the 2013 FCAT the percent of students making Learning Gains in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 44% of our ELL students did not make satisfactory progress in mathematics.	Based on 2013 FCAT the percentage of ELL students not making satisfactory progress will decrease by at least 5%.

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	Inadequate Yearly Progress	ELL cluster classrooms using exemplary instructional practices within stimulating/challenging environments BrainPop	Administration, ELL staff, Classroom Teachers	Lesson Plans with ELL strategies; RtI Process; LEP Meetings	Progress Monitoring Assessments BrainPop STAR Reading
2	Inadequate Yearly Progress (Middle School)	Identified students will be placed in an ESOL elective class one period a day for Middle School. BrainPop	Administration, ELL staff, Classroom Teacher RtI Coach	Lesson Plans; RtI Process	Progress Monitoring Assessments BrainPop STAR Reading

3	Inadequate Yearly Progress	ELL cluster classrooms using exemplary instructional practices within stimulating/challenging environments.	Administration and Classroom Teachers	Lesson Plans with ELL strategies; RtI Process; LEP Meetings	Progress Monitoring Assessments
4	Inadequate Yearly Progress	Identified students will be placed in an ESOL elective class one period a day for Middle School.	Administration and Classroom Teacher	Lesson Plans; RtI Process	Progress Monitoring Assessments

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:	Based on 2013 FCAT SWD will make satisfactory progress that meets or exceeds the district and state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 66% of SWD did not make satisfactory progress in mathematics.	Based on 2013 FCAT the percentage of SWD students not making satisfactory progress will decrease by at least 5%.

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	Not Applicable				
2	Number of allocations of VE teachers to support growing SWD population	Co-Teach model ELA Support Facilitation Extended reading block	Administration RCS ESE Teachers Classroom Teachers	Weekly progress monitoring	FCAT Reading 2013
3	Parental Involvement	Increased use of FCAT Explorer and KidBiz/TeenBiz at home Literacy nights Parent resources on school Website	Administration RCS ESE Teachers Classroom Teachers Literacy Coach	Progress monitoring of student use of programs Improvements	Parent Involvement Surveys

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:	Based on the 2013 FCAT the percent of students making Learning Gains in Math will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT, 43% of our Economically Disadvantaged students did not make satisfactory progress in Mathematics.	Based on the 2013 FCAT Economically Disadvantaged students not making satisfactory progress will decrease by 5%.

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
	Inadequate Yearly Progress	Enrollment in Extended-Learning opportunities.	Administration, Literacy Coach,	Lesson Plans with Differentiated Tasks and	Progress Monitoring

1			Math/Science Coach, Literacy Council, Guidance Counselors, RtI Coach and Classroom Teachers	Direct Instruction; RtI Process; Classroom Walkthrough	Assessments
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy and Math Nights Parent Links-School Website BookMark Buddies AVID Tutors	Administration Literacy Coach Math/Science Coordinators Literacy Council Academic Dean AVID Coordinator	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey
3	Inadequate Yearly Progress	Enrollment in Extended-Learning opportunities.	Administration and classroom teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthrough	Progress Monitoring Assessments

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:	Based on FCAT 2013 the percent of students scoring at Achievement Level 3 will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2012 24% of students scored at Achievement Level 3 in Mathematics.	Based on FCAT 2013 29% of students will score at Achievement Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students currently performing at low Level 3 drop to Level 2 based on cut scores	Provide Extended Learning Opportunities Integration of Smart Technology to enhance learning environment in all classrooms BrainPop K-3 Utilize Math Timez Attack Program 4-5 Utilize Math in a Flash	Administration Math/Science Coach Classroom Teachers	Progress Monitoring	Progress Monitoring, Pre and Post assesments for effectiveness

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:	Based on the 2013 FCAT the percent of students scoring at or above Achievement Level 4 will meet or exceed the district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2013 FCAT 19% of students scored at or above Achievement Level 4 in mathematics.	Based on the 2013 FCAT 29% of students will score at or above Achievement Level 4.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous instruction aligned with FCAT tasks	Implement Rigorous and differentiated tasks for extended thinking Extended learning opportunities	Math/Science Coach Academic Dean Administration Math Teachers	Classroom Walkthroughs Lesson Plans Assessments iObservation	Lesson Plan documentation FCAT Math 2013

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:	Based on 2013 FCAT, the percentage of students making learning gains will meet or exceed the district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT 60% of students made learning gains in mathematics.	Based on 2013 FCAT the percentage of students making learning gains will increase by at least 5%.

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	Inadequate Learning Gains	Utilize Accelerated Reader Program for K-2nd and KidBiz / TeenBiz and FCAT Explorer in 3rd-8th, along with iii and Extended Learning opportunities.	Administration, Math/Science Coach, and Classroom Teachers	Monitor lesson plans for documentation of use of programs; frequent monitoring of programs	Accelearted Reader, KidBiz / TeenBiz, FCAT Explorer BrainPop Math in a Flash STAR Reading
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy, Science, Math Nights Parent Links-School Website BookMark Buddies	Administration Math/Science Coach Academic Dean AVID Coordinator	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey

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%	
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making learning gains in mathematics. Mathematics Goal #4:	Based on the 2013 FCAT the percent of students in lowest 25% making learning gains will meet or exceed the state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 55% of students in the Lowest Quartile (bottom 25%) made Learning Gains; a 6 percentage point increase.	Based on the 2013 FCAT 60% of students in the Lowest Quartile (bottom 25%) made Learning Gains; a 6 percentage point increase.

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	Inadequate Academic Achievement in Lowest Quartile	Provide iii small group Reading Tutoring, along with Tutoring, and Extended-Learning Programs for low-performing student. Individualized pullout with low performing students.	Administration, Literacy Coach, Math/Science Coach, Literacy Council, Classroom Teachers AVID Coordinator IAT Team	RTI Process	Extended-Learning Progress Monitoring Assessments
2	Students not able to attend after school tutoring sessions	Additional Tutoring during school hours at block time, computer based instruction.	Administration, Literacy Coach, Math/Science Coach, Academic Dean, AVID Coordinator, IAT Team, Classroom Teachers	RTI Process Progress Monitoring	Progress Monitoring Pre & Post Test for Effectiveness

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 # Based on AMOs Mathematics performance will reduce their achievement gap by 6% annually. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	54	60	66	72	

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:	Based on the 2013 FCAT all student subgroups by ethnicity will make satisfactory progress in Mathematics that meets or exceeds the district and state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 41% of our subgroups did not make satisfactory progress in Mathematics Learning Gains in Math.	Based on 2013 FCAT the percentage of subgroup by ethnicity students not making satisfactory progress will decrease by at least 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Inadequate Yearly Progress	Math and Science Formative Assessments, (FAIR), CBM Oral Fluency Assessments will identify students to determine level of reading proficiency and appropriate interventions will be implemented in a timely manner. Extended Learning Opportunity will provide additional instructional time for at risk learners. Ensuring rigorous and differentiated tasks for extending thinking and developing vocabulary, comprehension, and writing skills in daily literacy stations and small group instruction done via lesson plan review and consistent classroom walk throughs.	Administration, Literacy Coach, Math Science Coach, Academic Dean, Literacy Council, and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthroughs	Treasures, FAIR, Progress Monitoring Assessments; KidBiz / TeenBiz reports; Marzano iObservation teacher assessment tool
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy Nights Parent Links-School Website BookMark Buddies	Administration Literacy Coach Math/Science Coach Literacy Council Academic Dean AVID Coordinator Classroom Teachers	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey

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:	Based on the 2013 FCAT, all ELL students will make satisfactory progress in mathematics that meets or exceeds district and state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 44% of our ELL students did not make satisfactory progress in mathematics.	Based on 2013 FCAT the percentage of ELL students not making satisfactory progress will decrease by at least 5%.

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	Inadequate Yearly Progress	ELL cluster classrooms using exemplary instructional practices within stimulating/challenging environments BrainPop	Administration, ELL staff, Classroom Teachers	Lesson Plans with ELL strategies; RtI Process; LEP Meetings	Progress Monitoring Assessments BrainPop STAR Reading
2	Inadequate Yearly Progress (Middle School)	Identified students will be placed in an ESOL elective class one period a day for Middle School. BrainPop	Administration, ELL staff, Classroom Teacher RtI Coach	Lesson Plans; RtI Process	Progress Monitoring Assessments BrainPop STAR Reading

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		Based on 2013 FCAT, the percent of SWD students making satisfactory progress in reading will meet or exceed district and state average.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on 2012 FCAT, 76% of SWD did not make satisfactory progress in reading.		Based on 2013 FCAT, the percent of SWD not making satisfactory progress in reading will decrease by 5%.			
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	Not Applicable				
2	Number of allocations of VE teachers to support growing SWD population	Co-Teach model ELA Support Facilitation Extended reading block	Administration RCS ESE Teachers Classroom Teachers	Weekly progress monitoring	FCAT Reading 2013
3	Parental Involvement	Increased use of FCAT Explorer and KidBiz/TeenBiz at home Literacy nights Parent resources on school Website	Administration RCS ESE Teachers Classroom Teachers Literacy Coach	Progress monitoring of student use of programs Improvements	Parent Involvement Surveys

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:		Based on 2013 FCAT, all Economically Disadvantaged students will make satisfactory progress in Mathematics.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the 2012 FCAT, 43% of our Economically Disadvantaged students did not make satisfactory progress in Mathematics.		Based on the 2013 FCAT Economically Disadvantaged students not making satisfactory progress will decrease by 5%.			
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	Inadequate Yearly Progress	Enrollment in Extended-Learning opportunities.	Administration, Literacy Coach, Math/Science Coach, Literacy Council, Guidance Counselors, RtI Coach and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction; RtI Process; Classroom Walkthrough	Progress Monitoring Assessments
2	Parental and Community Involvement	Increase use of FCAT Explorer at home. Family Literacy and Math Nights Parent Links-School Website BookMark Buddies AVID Tutors	Administration Literacy Coach Math/Science Coordinators Literacy Council Academic Dean AVID Coordinator	Progress Monitoring of student use of program and improvement. Parent Feedback Forms	Parent Involvement Survey

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:	All Algebra students will score at Achievement Level 3 or higher on the 2013 Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 EOC, 94% of students scored at Achievement Level 3 in Algebra.	97% of students will score at Achievement Level 3 or higher on the 2013 Algebra EOC.

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	Only 1 Teacher teaching Algebra Course	Provide tutor sessions for students who are underperforming	Math/Science Coach Algebra Teacher Administration	Weekly Progress Monitoring	EOQ Exams EOC Exam

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:	All Algebra students will score at or above Level 4 for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 EOC results 94% of students scored at or above Level 4 in Algebra.	97 % of students will score at or above Achievement Level 4 in 2013.

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	Only 1 Teacher teaching Algebra Course	Provide tutor sessions for students who are underperforming	Math/Science Coach Algebra Teacher Administration	Weekly Progress Monitoring EOQ Examz	EOC Exam

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 # All Algebra students will achieve 100% proficiency in the six year time period.
3A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	94%	97%	100%	100%	100%	

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:	All subgroups by ethnicity will make satisfactory progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 EOC scores, all subgroups made satisfactory progress in Algebra.	All subgroups will continue to make satisfactory progress in Algebra for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited ESOL Paraprofessionals for support and facilitation	Support and Facilitation provided for ELL students in Reading. BrainPop	Administration ELL Paraprofessionals ELL Compliance Specialist Classroom Teachers	Weekly progress monitoring data	Cella 2013 FCAT 2013
2	Only 1 Teacher teaching Algebra Course	Provide tutor sessions for students who are underperforming	Math/Science Coach Algebra Teacher Administration	Weekly Progress Monitoring	EOQ Exams EOC Exam

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:	All ELL Algebra will make adequate progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 EOC scores, ELL students made adequate progress in Algebra.	All ELL students will continue to make adequate progress in 2013.

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	Only 1 Algebra Teacher	Require weekly tutor sessions for underperforming students BrainPop	Administration Math/Science Coach Algebra teacher	Progress monitoring EOQ exams	EOQ Exams EOC Exam

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:	All Economically Disadvantaged students will make adequate progress in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 EOC scores, ED students made satisfactory progress in Algebra.	All ED Students will continue to make satisfactory progress in 2013.

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	One Algebra teacher	Require weekly tutoring sessions for underperforming students. BrainPop	Administration Math/Science Coach Algebra Teacher	Progress Monitoring EOQ exams	EOQ exams EOC exam

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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not	
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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
Math Facts in a Flash PD	4-5	Sue Lourcey Kim Taylor	4-5 Teachers	TBD	Lesson Plans Classroom Walkthroughs	Administration Math/Science Coach
Think Central PD	K-5	Sue Lourcey Kim Taylor	K-5 Teachers	9/11/2012 Other dates TBD	Lesson Plans Classroom Walkthroughs Formative Assessments Data Director	Administration Math/Science Coach
Data Director PD	All Grades	Sue Lourcey Joanne Dorries	K-5 Teachers Middle Math/Science	TBD	Lesson Plans Grade Level Minutes	Administration Math/Science Coach
Math Timez Attack PD	K-3	Sue Lourcey Joanne Dorries	K-3 Teachers	TBD	Lesson Plans Classroom Walkthroughs	Administration Math/Science Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Facts in a Flash	Site based program	Discretionary Budget	\$1,959.00
BrainPop	Site based program	Discretionary Budget	\$2,590.00
			Subtotal: \$4,549.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart technology in all classrooms	Technology	EFBD	\$250,000.00
			Subtotal: \$250,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$254,549.00

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:		Based on the 2013 FCAT the percent of 5th & 8th graders scoring Level 3 or higher in Science will meet or exceed district and state averages.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Based on the 2012 Science FCAT 30% of students scored at or above Achievement Level 3.		Based on the 2013 Science FCAT, the percent of 5th & 8th grade students scoring at or above Achievement Level 3 will meet or exceed 36%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor content in essential skills background knowledge	Forming departmentalized teams to concentrate instruction Use of Discovery Education Fieldtrip to Environmental Center Using exemplary instructional practices to create stimulating and challenging environments Integration of Smart Technology to enhance learning environment in all classrooms BrainPop	Administration Academic Dean Math/Science Coach Classroom Teachers	Monitor Lesson plans for alignments with NGSSS/Common Core Classroom walkthroughs	MacMillan Science assessments Daily Observations Data Director Formative Assessments Classroom Walkthroughs Marzano iObservations
2	Middle School Science Lab usage	move 8th grade Science teacher's classroom to Science Lab; provide Science tables for remaining Science teachers	Administration; Academic Dean; Science Department Chair Math/Science Coach	monitor usage using CWT's and lesson plans	student performance and progression formative assessments and FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			
Science Goal #1b:			
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
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.	Based on the 2013 FCAT the percent of 5th-8th graders scoring Level 4 or higher in Science will meet or exceed district and state averages.
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 12% of our 5th & 8th graders scored Level 4 or higher.	Based on the 2013 FCAT at least 18% of our 5th & 8th graders will score Level 4 or higher.

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	Rigorous Instruction aligned with FCAT tasks for moderate to high complexity levels	Implement rigorous and differentiated tasks for extending thinking through inquiry stations, small group instruction	Administration, Academic Dean, Math/Science Coach and Classroom Teachers	Lesson Plans with Differentiated Tasks and Direct Instruction and Classroom Walkthroughs	Lesson Plan Documentation, Classroom Walkthroughs for research-based exemplary practices, Marzano iObservation teacher assessment tool

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Data Director PD	All Grades	Sue Lourcey Joanne Dorries	K-5 Teachers Middle Science Teachers	TBD	Lesson Plans Assessments	Administration Math/Science Coac
BrainPop PD	All Grades	Jared Johnson Joann Dorries	All teachers	TBD	Lesson Plans Classroom Walkthroughs	Administration Math/Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BrainPop	Site License	Discretionary Budget	\$2,590.00
			Subtotal: \$2,590.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Technology in all classrooms	Technology	EFBD	\$250,000.00
			Subtotal: \$250,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$252,590.00

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:	Based on the 2013 FCAT the percent of 4th & 8th graders scoring Level 4 or higher in Writing will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Writing FCAT 73% of 4th & 8th grade students scored at or above Achievement Level 4.	Based on the 2013 Writing FCAT at least 80% of 4th & 8th grade students will score at or above Achievement Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting higher level of proficiency 4.0 rather than 3.5	Continue to implement the Core Connections Writing Program on a daily basis	Administration, Literacy Coach, Academic Dean and Classroom Teachers	Monitor Lesson Plans Core Connections writing elements and alignment with FCAT requirements	Lesson Plan Documentation, Classroom Walkthroughs for Core Connections Writing components, Osceola Writes Formative Assessment Results, Marzano Observation teacher assessment tool
2	Parental and Community Involvement	Increase use of FCAT Explorer at home and KidBiz/TeenBiz. Family Literacy Nights Parent Resources-School Website.	Administration Literacy Coach Literacy Council Academic Dean AVID Coordinator	Progress Monitoring of student use of programs and improvement.	Parent Involvement Survey

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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:	All students will make adequate progress on the Civics Baseline EOC exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		80% of students will score at Level 3 on the Civics Baseline EOC in 2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited planning time	Weekly Grade level PLCs during planning to share best practices, create common lessons and assessments, and monitor student benchmark progress	Administration Grade Level PLC facilitators PLC Members Academic Dean	PLC minutes Lesson Plans Assessment Data Progress Monitoring	EOC Exams (Baseline)
2	Increased percentage of Non-English speaking students	Implement weekly vocabulary lessons	Civic Teacher PLC Facilitators PLC Members Administration	PLC minutes Lesson Plans Assessment Data Progress Monitoring	Mini Assessments

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:	All students will make adequate progress on the Civics Baseline EOC exam in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	30% of students will score at or above Level 4 on the Civics Baseline EOC in 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited planning time Weekly Grade level	PLCs during planning to share best practices, create common lessons and assessments, and monitor student benchmark progress	Administration Grade Level PLC facilitators PLC Members Academic Dean	PLC minutes Lesson Plans Assessment Data Progress Monitoring	EOC Exams (Baseline)
2	Increased percentage of Non-English speaking students	Implement weekly vocabulary lessons	Civic Teacher PLC Facilitators PLC Members Administration	PLC minutes Lesson Plans Assessment Data Progress Monitoring	Mini Assessments

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Bellalago Academy will maintain an average daily attendance that will meet or exceed the District's goal of 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% Average Daily Attendance	At least 95% Average Daily Attendance
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
23% of our students had 10 or more absences during the 2011-2012 school year.	Less than 10% of our student population will have Excessive Absences for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10% of our students had 10 or more tardies during the 2011-2012 school year.	Less than 10% of our student population will have Excessive Tardies during the 2012-2013 school year.
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	Poor Attendance Patterns	Set a tone of being on time to class equals success. Addressing parents and letting them know the importance of school attendance. Inform parents about scheduling doctors appointments, pre-arranged absences, etc. so they do not conflict with school days or hours.	Attendance Clerk, Administration and Guidance Counselor, Teachers and Dean.	Review school wide daily attendance records for particular student concerns, along with conducting intervention meetings when necessary.	Daily, weekly and monthly attendance reports.

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

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

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

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

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:		Decrease the total number of suspensions in school and out of school by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
77		69			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
64		59			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
230		2074			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
116		104			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A variety of discipline consequences for lower infractions and funding for proactive student incentives that serve as preventive measures	Incorporate school-wide behavior initiatives, Time to Teach and develop creative consequences that serve as preventative measure to in school or out of school suspension such as Saturday School, lunch detention, afterschool detention, strategic time-out plan, implementation of school-wide discipline plan, school-wide Stop Bullying Now training, school-wide core value system 5 Anchors of Success, Development of Behavior Leadership Team (BLT, workshops for teachers regarding classroom management	Administration, classroom teachers, Dean of Students, School Counselors, all staff	Progress monitoring through needs assessments communicated through teacher leaders. Administration discussion of observations in different areas of behavioral concerns,	ODMS Discipline, Data, Students feedback, Teacher feedback, any data that comes from each initiative

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
Time To Teach Review PD	All grades	Outside Consultant	All teachers and administration	8/16/2012	Classroom Walkthroughs Discipline data	Administration Discipline Dean

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on the SAC Climate Surveys Parental Involvement in school wide activities will indicate at least 95% satisfaction and at least 500 participants.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
95% participation in Special Events during the school	At least 95% Parental Satisfaction on School Climate Surveys for 2012-2013. An average of 500 parents

year	participating in Special Events during the school year. (per event)				
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	Inadequate Home/School Communication	Conduct Parent/Teacher Conferences, along with using the Daily Agendas and Classroom folders to review student progress.	Classroom Teachers and Administration	Review Agendas & Classroom Folder usage daily in arrival and dismissal routines.	Signed Agendas & Classroom Folders being used daily and Parent Contact Logs.
2	Inadequate parent involvement in SAC and PTO.	Communication and recruitment through school newsletter. Also, recruitment of our current staff.	Administration	Continuous recruitment at school-wide events, athletics events and staff meetings.	Increased participation in both SAC and PTO, increased resources for our students.
3	Limited parental support and participation	Post at least a minimum of one parent involvement activity per semester	Administration SAC Math/Science Coach Literacy Coach Classroom Teachers	Parent Surveys	Parent Surveys

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Integrate Technology in Math and Science classes school-wide		
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	Knowledge of available technology and technology resources	Providing professional development BrainPop SMART Resources	Administration Math/Science Coach Curriculum Dean Classroom Teachers	Classroom Walkthroughs Lesson Plans	Observation

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
BrainPop Training	K-8	Jared Johnson Joann Dorries	All teachers	TBD	Classroom Walkthroughs	Administration
SMART Training	K-8	Kim Taylor	All teachers	8/15/2012 other dates TBD	Classroom Walkthroughs	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
BrainPop	Site License subscription K-8 to include ELL	Discretionary Budget	\$2,590.00
			Subtotal: \$2,590.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

SMART Technology	Smartboard, Elmo, projector, Smart Response systems	EFBD Discretionary Budget	\$250,000.00
			Subtotal: \$250,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$252,590.00

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:		80% of students enrolled in the CTE course will score a 3.0 or above on the FCAT 2013 Reading.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and teacher resources	Implement multimedia research project for CTE students (7th-8th)	CTE Teacher Administration Literacy Coach	Reading Performance	Reading FCAT 2013

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
Text Complexity	7-8	Marie Troop	CTE, Reading and Language Arts Teachers	Monthly grade level meetings	Grade level minutes Reading performance Lesson plans	Administration Literacy Coach
Common Core	6-8	Marie Troop	All teachers	8/15/2012 others dates TBD	Lesson plans Classroom Walkthroughs	Administration

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
Common Core Training-text complexity	In house professional developement by Literacy Coach	N?A	\$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)

AVID Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. AVID Goal AVID Goal #1:		All teachers will be AVID trained and utilize AVID strategies in the classroom.			
2012 Current level:		2013 Expected level:			
50% of Bellalago teachers have been trained in AVID strategies.		100% of teachers will be AVID trained and utilize AVID strategies in the classroom.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funding for AVID training	Minimum of four teachers will attend the AVID Summer Institute	AVID Facilitator AVID Coordinator Administration	2013 AVID Assessment results	AVID Certification
2	Lack of training on utilizing AVID strategies	Ongoing school based PD in Cornell notes, Mariner Binders	AVID Coordinator Administration	Classroom Walkthroughs Weekly Binder Checks	AVID Certification

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
AVID Summer Institute	6-8	AVID	6-8 Grade teachers	July 2012	Classroom walkthroughs Lesson Plans	Administration
Cornell Notes, Collaborative Learning, Binder Use	6-8	AVID Coordinator	5-8 grades	July 2012 TBD	Classroom Walkthroughs Lesson Plans	Administration AVID Coordinator

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Weekly	AVID critical reading strategies	Discretionary	\$475.00
			Subtotal: \$475.00
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
AVID Summer Institute	AVID Training	Discretionary Budget	\$3,345.00
			Subtotal: \$3,345.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Tutors	Tutors during class up to 10 hours per week	Discretionary Budget	\$3,250.00
College Visits	Informational visits	Discretionary and Internal Budgets	\$700.00
			Subtotal: \$3,950.00
			Grand Total: \$7,770.00

End of AVID Goal(s)

Wellness Goal:

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

1. Wellness Goal Wellness Goal #1:	Increase evidence of success on the annual Healthy Schools Inventory.
2012 Current level:	2013 Expected level:
Compliance with wellness policies/systems estimated at 70%.	Compliance with wellness policies/systems will increase to 80%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent, student, teacher involvement	Establish a student, parent, teacher committee to increase the evidence of success on the Healthy Schools Inventory.	Wellness coordinator	Annual Healthy Schools Inventory review by the wellness committee	Healthy Schools Inventory

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

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

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

Budget:

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

End of Wellness Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000 KidBiz/TeenBiz	Computer based program	Discretionary Budget	\$23,100.00
Reading	BrainPop	Computer based license	Discretionary Budget	\$2,590.00
Reading	Accelerated Reader/STAR Reading	Computer based program	Discretionary Budget	\$8,000.00
CELLA	BrainPop	ESL/ELL program based on animated movies and interactive features. Incorporates listening, speaking, reading, and writing skills.	Discretionary Budget	\$2,590.00
Mathematics	Math Facts in a Flash	Site based program	Discretionary Budget	\$1,959.00
Mathematics	BrainPop	Site based program	Discretionary Budget	\$2,590.00
Science	BrainPop	Site License	Discretionary Budget	\$2,590.00
STEM	BrainPop	Site License subscription K-8 to include ELL	Discretionary Budget	\$2,590.00
AVID	AVID Weekly	AVID critical reading strategies	Discretionary	\$475.00
				Subtotal: \$46,484.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SMART Technology	SMART Board, Elmo, Projector, SMART Response Systems	EFBD	\$250,000.00
Mathematics	Smart technology in all classrooms	Technology	EFBD	\$250,000.00
Science	Smart Technology in all classrooms	Technology	EFBD	\$250,000.00
STEM	SMART Technology	Smartboard, Elmo, projector, Smart Response systems	EFBD Discretionary Budget	\$250,000.00
				Subtotal: \$1,000,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Connections	Common Core Training	SAC Discretionary Budget	\$900.00
CELLA	Core Connections Training	Common Core Writing training provide by Core Connection Consultant	SAC Discretionary Funds	\$900.00
CTE	Common Core Training-text complexity	In house professional development by Literacy Coach	N?A	\$0.00
AVID	AVID Summer Institute	AVID Training	Discretionary Budget	\$3,345.00
				Subtotal: \$5,145.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
AVID	AVID Tutors	Tutors during class up to 10 hours per week	Discretionary Budget	\$3,250.00
AVID	College Visits	Informational visits	Discretionary and Internal Budgets	\$700.00
				Subtotal: \$3,950.00
				Grand Total: \$1,055,579.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Positive Recognition Program	\$1,000.00
Mathletes	\$700.00
Common Core Training	\$600.00
Literacy Club	\$250.00

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

SAC will meet on the 2nd Monday of each month at 6:00pm in the Media Center.
Sponsor clubs/programs throughout school
Support Positive Recognition program
Provide professional development opportunities for staff
Collaborate on SIP and Mid-year Review
Review Trend Data

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District BELLALAGO ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	59%	80%	47%	256	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	65%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	70% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District BELLALAGO ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	62%	90%	42%	264	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	64%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	64% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested