

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: SOMERSET ACADEMY CHARTER

District Name: Dade

Principal: Suzette E. Ruiz

SAC Chair: Lisa Alamo

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		Bachelors in Elementary			2012 School Grade: A High Standards Rdg.: 80 High Standards Math: 83 Lrng. Gains-Rdg.: 77 Lrng. Gains-Math: 76 Gains-Rdg.-25%: 66 Gains-Math-25%: 69  2011 School Grade: A High Standards Rdg.: 89 High Standards Math: 86 Lrng. Gains-Rdg.: 79 Lrng. Gains-Math: 62 Gains-Rdg.-25%: 75 Gains-Math-25%: 70

Principal	Suzette E. Ruiz	Education, Masters in Reading, Certificate in Educational Leadership  Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12 and Reading K-12	8	8	2010 School Grade: A High Standards Rdg.: 85 High Standards Math: 88 Lrng. Gains-Rdg.: 75 Lrng. Gains-Math: 67 Gains-Rdg.-25%: 78 Gains-Math-25%: 80  2009 School Grade: B High Standards Rdg.: 86 High Standards Math: 87 Lrng. Gains-Rdg.: 80 Lrng. Gains-Math: 63 Gains-Rdg.-25%: 76 Gains-Math-25%: 49  2008 School Grade: A High Standards Rdg.: 82 High Standards Math: 86 Lrng. Gains-Rdg.: 76 Lrng. Gains-Math: 74 Gains-Rdg.-25%: 71 Gains-Math-25%: 78
Assis Principal	Sandra M. Grau	Bachelors in Elementary Education, Masters in Elementary Education, Certifications: ESOL K-12 Elementary Education K-6	8	8	2012 School Grade: A High Standards Rdg.: 80 High Standards Math: 83 Lrng. Gains-Rdg.: 77 Lrng. Gains-Math: 76 Gains-Rdg.-25%: 66 Gains-Math-25%: 69  2011 School Grade: A High Standards Rdg.: 89 High Standards Math: 86 Lrng. Gains-Rdg.: 79 Lrng. Gains-Math: 62 Gains-Rdg.-25%: 75 Gains-Math-25%: 70  2010 School Grade: A High Standards Rdg.: 85 High Standards Math: 88 Lrng. Gains-Rdg.: 75 Lrng. Gains-Math: 67 Gains-Rdg.-25%: 78 Gains-Math-25%: 80  2009 School Grade: B High Standards Rdg.: 86 High Standards Math: 87 Lrng. Gains-Rdg.: 80 Lrng. Gains-Math: 63 Gains-Rdg.-25%: 76 Gains-Math-25%: 49  2008 School Grade: A High Standards Rdg.: 82 High Standards Math: 86 Lrng. Gains-Rdg.: 76 Lrng. Gains-Math: 74 Gains-Rdg.-25%: 71 Gains-Math-25%: 78

## 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)
N/A	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Partnering new teachers with experienced teachers.	Assistant Principal	June 2013	
2	2. Meeting with new teachers with principal, assistant principal and grade level chairs	Principal	June 2013	
3	3. Job Fairs	Assistant Principal	May 2013	
4	4. Referrals from current employees	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
N/A	N/A

## 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
26	0.0%(0)	26.9%(7)	65.4%(17)	7.7%(2)	38.5%(10)	100.0%(26)	0.0%(0)	0.0%(0)	69.2%(18)

## 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
Hilda Varela	All Elementary Teachers	Lead teacher is paired with all elementary teachers because she has extensive knowledge in the core subject areas.	The mentor and mentees are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

## ADDITIONAL REQUIREMENTS

Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: The Principal fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI, skills of school staff, ensures implementation of

intervention support and documentation, ensures adequate professional development to support MTSS/RtI, implementation, and communicates with parents regarding school-based MTSS/RtI, plans and activities.

Select General Education Teachers (Primary and Intermediate): Kindergarten through Fifth Grade Chairpersons will provide information about core instruction to corresponding grade level teachers, participates in student data collection for the school, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

Exceptional Student Education (ESE) Teachers: The SPED coordinator for Somerset Academy Charter School will participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as bi-weekly lesson planning and consultations to review accommodations on the students' IEP.

Instructional Coach(es) Reading/Math/Science:

The Reading Liaison develops, leads, and evaluates school Reading standards/ programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Math and Science Coach develops, leads, and evaluates Mathematics and Science standards/programs; identifies and analyzes existing literature on scientifically based curriculum for all students' achievement levels.

The Assistant Principal identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: The Reading Liaison provides guidance on K-5 reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: The School Psychologist facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: The Technology Specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: The Student Services Personnel provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students.

The team meets bi-weekly to engage in the following activities:

Participates in evaluating data and correlating it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the School Improvement Plan. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Edusoft, Florida Assessment for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Florida Comprehensive Assessment Test (FCAT) scores from the previous school year, FCAT Pre Test, and Interim Assessment Test, STAR Reading Test, and STAR Math Test.

Progress Monitoring: PMRN, FAIR, FCAT Practice Tests, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student grades.

End of year: PMRN, FCAT, FCAT Post Test, Interim Assessment Test, STAR Reading Test, STAR Math Test, and Student Grades.

Frequency of Data Days: The MTSS/RTI Leadership team conducts bi-weekly meeting for data analysis.

Behavior: Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student behavior, staff behavior, and administrative context, Office referrals per day per month, Team climate surveys, Attendance, and Referrals to special education programs.

Describe the plan to train staff on MTSS.

Professional development and support will include training for all of the MTSS/RTI, Leadership team in the MTSS/RTI, problem solving and data analysis process and provide support for school staff to understand basic MTSS/RTI, principles and procedures. In addition, the MTSS/RTI Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. Furthermore, teachers will be provided with added professional development to correspond with the subject area being taught.

Describe the plan to support MTSS.

The leadership team will implement workshops and mentoring sessions to educate all staff members of the MTSS/RTI system. Grade level chairs will monitor to insure successful implementation of all regulations.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) consists of Lisa Alamo, Reading Liaison, Suzette Ruiz, Principal and Sandra Grau, Assistant Principal.

The Literacy Leadership Team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

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

The purpose of the LLT is to generate instructional tools and interventions to gain reading knowledge within the school. In order to increase student's knowledge in this area the main focus is to build literacy skills in all content areas throughout the school.

Reading Liaison: Lisa Alamo provides guidance on elementary grades reading plans; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; and supports the implementation of intervention plans.

Principal: Suzette Ruiz will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by offering professional growth opportunities for team members, create a collaborative environment that fosters sharing and learning of ideas, developing a school wide organizational model that supports literacy instruction in all classes, and encourage the use of data to improve teaching and student achievement.

Assistant Principal: Sandra Grau identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The Literacy Leadership Team will meet on a monthly basis to discuss the implementation of the different intervention plans that were placed throughout the school year. During these meetings the LLT will also evaluate and modify areas that are stagnant in order to improve the intervention plans to benefit the needs students.

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

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

### 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.

N/A

#### \*High Schools Only

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

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

N/A

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

N/A

#### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicated that 32% of the students achieved proficiency. (Level 3).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2% percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (87)	34% (93)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis.	Students will utilize grade level appropriate texts that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
2	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Students will utilize grade level appropriate texts that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading assessment indicated that 47% of the students achieved proficiency. (Level 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 1% percentage points to 48%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (129)	48% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis.	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
2	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading assessment indicate that 77% of the students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5% percentage points to 82%
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (132)	82% (141)

Problem-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	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis.	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RtI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
	Based on our data analysis, the area of	Providing enrichment instructional activities	Leadership Team MTSS/RtI Team	Conduct bi-weekly assessments and review	Formative: Teacher-made

2	deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Department Chair Reading Liaison	data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading assessment indicate that 66% in the Lowest 25% subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5% percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (24)	71% (26)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0

1	3-Literary Analysis.	points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.		Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
2	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80%	82%	84%	85%	87%	

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:	The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 80% of our subgroups are not meeting standards.  Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 3 percentage points to 83%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 84% (17) Black: 91% (10) Hispanic: 79% (182) Asian: N/A American Indian: N/A	White: 85%(27) Black: 92%(10) Hispanic: 82%(187) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 85% (17) Black: 92% (10) Hispanic: 81% (187) Asian: N/A American Indian: N/A  Based on our data analysis, the area of deficiency as noted on	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative:

	the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Literary Analysis.	language, reading closely to identify key details through the use of graphic organizers and concept maps.		practices and reflect on additional needs based on data reports and student performance.	Results from Interim Assessments, FAIR, and 2013FCAT 2.0 Reading Assessment.
2	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 74% of our English Language Learners (ELL) not making satisfactory progress in reading.  Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 3# percentage points to 77%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(119)	77% (119)

Problem-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	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Literary Analysis.	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
2	Based on our data analysis, the area of deficiency in fifth as noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	Providing enrichment instructional activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading assessment indicated that 81% of our Students who are Economically Disadvantaged student's not making satisfactory progress in reading.  Our goal for the 2012-2013 FCAT 2.0 Reading is to increase the percentage of students meeting standards by 1 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(121)	82% (122)

Problem-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	Based on our data analysis, the area of deficiency as noted on the 2011 - 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3-Literary Analysis.	Providing enrichment instructional activities that include identifying methods of development and words that signal relationships, reducing textual information to key points, using poetry to study figurative language, reading closely to identify key details through the use of graphic organizers and concept maps.	Leadership Team MTSS/RTI Team Department Chair Reading Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013 FCAT 2.0 Reading Assessment.
	Based on our data analysis, the area of deficiency in fifth as	Providing enrichment instructional activities that include building	Leadership Team MTSS/RTI Team Department Chair	Conduct bi-weekly assessments and review data to ensure progress	Formative: Teacher-made tests, Baseline

2	noted on the 2011 -2012 administration of the FCAT Reading Test was Reporting Category 4- Informational Text and Research Process.	strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	Reading Liaison	and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Assessment, Interim Assessment, FAIR, and FCAT 2.0  Summative: Results from Interim Assessments, FAIR, and 2013FCAT 2.0 Reading Assessment.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Differentiated Instruction - to focus on Literary Analysis and Informational Text and Research Process strategies to increase student performance on the 2012-2013 FCAT Reading Test. The Differentiated Instructional PD will focus on providing teachers with mini lessons to incorporate strategies such as: ? Author's Purpose ? Author's Perspective ? Main Idea (Stated and Implied) ? Relevant Details ? Chronological Order ? Conclusions and Inferences ? Cause/Effect ? Text Structure (Organizational Patterns) ? Compare/Contrast ? Sequence	3-5 Reading Teachers	Reading Liaison and Data Specialist	PLC and third through fifth grade reading teachers.	Target Date: August 20, 2012 – June 2013 Monthly Basis	Lesson plan reviews, classroom walkthroughs, and follow-up Professional Development as well as monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Reading Liaison

of Events ? Theme ? Topic (within and across text) ? Elements, Characters, Settings, Events, and Problems ? Interpret Graphical Information (Text Features) ? Locate, Interpret, Organize Information ? Validity and Reliability of Information within and across texts.						
Common Core - Reading	K-5	Lisa Alamo	Kinder through Fifth	August 2012	Monitoring teacher lesson plans	Grade level chairs
Success Maker PD	Grade 3-5 Reading	Trainer & Reading Liaison	PLC Leaders & 3rd-5th grade Reading Teachers	Target Date: August 2012-September 2013	Reading small group schedule	Principal, Assistant Principal, and Reading Liaison

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.	Accelerated Reader is a motivational program that encourages independent reading and includes online quizzes and measures comprehension and vocabulary.	Operating Accounts	\$2,000.00
In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author			



<p>formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>STAR is used to determine the reading level of each student, measure their growth, and forecast results on standardized tests with 10 minute assessments.</p>	<p>Operating Accounts</p>	<p>\$2,000.00</p>
<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>Brain Pop is an educational website of short Flash-based movies for students that incorporates learning strategies for Reading and correlates it to the strands that address the Sunshine State Standards.</p>	<p>School Fund</p>	<p>\$1,000.00</p>
<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>Success Maker is instructional software that provides elementary school learners with adaptive, personalized paths for mastery of essential reading and math concepts correlated to the common core standards and delivers outcome-based data to inform educational decision making.</p>	<p>Operating Account</p>	<p>\$3,000.00</p>
<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the</p>	<p>Reading Plus is instructional software that provides elementary school learners with adaptive, personalized path's for reading, vocabulary, and spelling mastery of the essential reading concepts correlated to the common core standards and delivers outcome based data to inform educational decision making.</p>	<p>Operating Account</p>	<p>\$3,000.00</p>

text according to the organization of the information given within the text.

In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.

Destiny is a resource management tool that helps libraries efficiently, while creating engaging and collaborative learning environments that promote and support student achievement.

Operating Accounts

\$3,500.00

Subtotal: \$14,500.00

**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: \$14,500.00

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA Test indicate that 59% of the students tested scored a level of proficiency in the Listening/Speaking portion of the test. Our goal is to increase student proficiency in Listening/Speaking during the 2012-2013 school year.			
2012 Current Percent of Students Proficient in listening/speaking:					
59% (82)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the results of the 2011-2012 CELLA ELL student's performance	ELL subgroups will be monitored frequently in order to provide the necessary interventions	Leadership Team MTSS/RtI Team ESOL Liaison	Administrators will monitor the use of ESOL strategies in Lesson Plans and	Formative: Baseline Assessments Interim

1	demonstrated a weakness in listening and speaking. Which indicates that our students are having difficulties with developing and comprehending a response to what they have read.	<p>to strengthen their listening/speaking of the English language.</p> <p>Teachers will use the following listening strategies:</p> <p>Teacher Lead Groups, Modeling, Use Illustrations / Diagrams, and Use Simple and Direct Language</p> <p>Teachers will use the following speaking strategies:</p> <p>Teacher / Student / Modeling, Repetition, Think Aloud, Role Play, Panel Discussions, Teacher-Led Groups, Brainstorming</p>	<p>students progress during their walk throughs.</p> <p>ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book.</p> <p>Provide Professional Development to monitor ELL student's progress through differentiated instruction activities.</p> <p>ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and use of ESOL strategies.</p>	<p>Assessments FCAT Test Maker Classroom Walkthroughs</p> <p>Summative: 2013 CELLA 2013 Reading FCAT 2.0 Assessment</p>
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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:	<p>The results of the 2011-2012 CELLA Test indicate that 38% of the students tested scored a level of proficiency in the Reading portion of the test.</p> <p>Our goal is to increase student proficiency in Reading during the 2012-2013 school year.</p>
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2012 Current Percent of Students Proficient in reading:

38%. (52).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2011-2012 CELLA ELL students performed the lowest in reading. This indicates that our students are having difficulties with reading comprehension and vocabulary, which in part is due to the students' language barrier.	<p>ELL subgroups will be monitored frequently in order to provide the necessary interventions to strengthen their listening/speaking of the English language.</p> <p>Teachers will provide ELL students reading material that is at the students reading level They will also engage students in listening and speaking activities that will help strengthen the students reading comprehension and vocabulary.</p> <p>Teachers will use the following reading strategies: Predictions, Question-Answer-Relationship (QAR), Read Alouds</p>	Leadership Team MTSS/RtI Team ESOL Liaison	<p>Administrators will monitor the use of ESOL strategies in Lesson Plans and students progress during their walk throughs.</p> <p>ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book.</p> <p>Provide Professional Development to monitor ELL student's progress through differentiated instruction activities.</p> <p>ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and</p>	<p>Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs</p> <p>Summative: 2013 CELLA 2013 Reading FCAT 2.0 Assessment</p>

	(RA), Choral Reading, Decoding/Phonics/ Spelling, Vocabulary With Context Clues, Visualization, Think/Pair/Share, Graphic Organizers, Dictation, Highlighting Text, Retelling, etc...		use of ESOL strategies
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Test indicate that 42% of the students tested scored a level of proficiency in the Writing portion of the test. Our goal is to increase student proficiency in Writing during the 2012-2013 school year.
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2012 Current Percent of Students Proficient in writing:

42%. (58)

Problem-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	Based on the results of the 2011-2012 CELLA ELL students lack the necessary writing skills. This indicates that our students are having difficulties with the six traits of writing (Organization, Drafting, Voice, Word Choice, Sentence Fluency, and Conventions), which in part is due to the students' language barrier.	ELL subgroups will be monitored frequently in order to provide the necessary interventions to strengthen their listening/speaking of the English language.  ELL students will be provided with following writing strategies by their teachers:  Spelling Strategies, Writing Samples, Graphic Organizers, Reading Response Journal/Log, Summarizing, Writing Prompts, Rubric Writing Prompts, etc...	Leadership Team MTSS/RtI Team ESOL Liaison	Administrators will monitor the use of ESOL strategies in Lesson Plans and students progress during their walk throughs.  ESOL Liaison will ensure that teachers have the appropriate ESOL strategies included in their lesson plans and comments are used correctly within the grade book.  Provide Professional Development to monitor ELL student's progress through differentiated instruction activities.  ESOL Liaison will meet with teachers' bi-monthly to discuss students' progress and use of ESOL strategies	Formative: Baseline Assessments Interim Assessments FCAT Test Maker Classroom Walkthroughs  Summative: 2013 CELLA 2013 Reading FCAT 2.0 Assessment

CELLA Budget:

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

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Math assessment indicated that 34% of the students achieved proficiency. (Level 3).  Our goal for the 2012-2013 school year is to maintain Level 3 student proficiency of points 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (92)	34% (93)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade level appropriate material through the use of technology within the learning environment. Which will promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities: <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• SuccessMaker</li> <li>• 5-Minute Walk Throughs</li> <li>• Mini-lessons</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Math assessment indicated that 50% of the students achieved proficiency. (Level 4 and 5).  Our goal for the 2012-2013 school year is to maintain a proficiency (Level 4 and 5) of 50% percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (138)	50% (137)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with enrichment activities through the use of technology in multi-age learning environment. Which promotes the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Teachers will also provide students with the following activities: <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• SuccessMaker</li> <li>• 5-Minute Walk Throughs</li> <li>• Mini-lessons</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through hands activities.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Math assessment indicate that 76% of the students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5% percentage points to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (131)	81% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will also participate in the following activities:  <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• SuccessMaker</li> <li>• 5-Minute Walk Throughs</li> <li>• Mini-lessons</li> </ul>	Leadership Team MTSS/RTI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Math assessment indicate that 69% in the Lowest 25% subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5% percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (27)	74% (29)

Problem-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	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities: <ul style="list-style-type: none"> <li>Manipulatives</li> <li>SuccessMaker</li> <li>5-Minute Walk Throughs</li> <li>Mini-lessons</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance through the use of hands on activities	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75%	78%	80%	82%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 84% of our subgroups are not meeting standards.  Our goal for the 2012-2013 FCAT 2.0 Math is to increase the percentage of students meeting standards by 1 percentage points to 85%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% White: 89% (18) Black: 82% (9) Hispanic: 82% (189) Asian: N/A American Indian: N/A	85% White: 90% (18) Black: 83% (9) Hispanic: 83% (189) Asian: N/A American Indian: N/A

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: 90% (18) Black: 83% (9) Hispanic: 83% (192) Asian: N/A American Indian: N/A  Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities: • Manipulatives • SuccessMaker • 5-Minute Walk Throughs • Mini-lessons	Leadership Team MTSS/RTI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 78% of our English Language Learners (ELL) not making satisfactory progress in reading.  Our goal for the 2012-2013 FCAT 2.0 Math is to increase the percentage of students meeting standards by 5 percentage points to 83%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (20)	83% (21)

Problem-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	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities. <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• SuccessMaker</li> <li>• 5-Minute Walk Throughs</li> <li>• Mini-lessons</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Math assessment indicated that 83% of our Students who are Economically Disadvantaged student's not making satisfactory progress in reading.  Our goal for the 2012-2013 FCAT 2.0 Math is to increase the
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	percentage of students meeting standards by 1 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	84%.

Problem-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	Based on our data analysis of the 2012 FCAT Mathematics Test the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a Level 3 due to the lack of knowledge in development and understanding of area, determining the area of two- three dimensional shapes, and classifying angles.	Students will be provided with grade-level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area ; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. Students will engage in the following activities. <ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• SuccessMaker</li> <li>• 5-Minute Walk Throughs</li> <li>• Mini-lessons</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Math Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Teacher-made tests, Baseline Assessment, Interim Assessment, STAR Math and FCAT  Summative: Results from Interim Assessments, STAR Math and 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core - Math	K-5	Trainer & Mathematics Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs
Effective Differentiated Instruction to focus on Geometry and Fractions Content Clusters.  Teachers will attend PD to gain knowledge of concepts taught through the					Lesson plan reviews,	

use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement and fraction concepts and allow students to make connections with real-world situations.	Grade 3-5 Mathematics	Grade Level Chairs & Mathematics Liaison	3rd-5th Grade Mathematics Teachers	August 20, 2012 to June 2013 Monthly Basis	classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Math Liaison
Success Maker PD	Grade 3-5 Mathematics	Trainer & Mathematics Liaison	PLC Leaders & 3rd-5th grade Mathematics Teachers	August 2012-September 2013	Mathematics small group schedule	Principal, Assistant Principal, and Math Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	\$1,995.00
			Subtotal: \$1,995.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,195.00</b>

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.	The results of the 2012 FCAT 2.0 Science assessment indicated that 43% of the students achieved proficiency. (Level 3).

Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 3% percentage points to 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (42)	46% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Big Idea: Physical Science due to the lack of knowledge and exposure to instructional strategies and activities that are linked to research, collaboration, design, and implement instructional strategies that increase inquiry based learning in Physical Science.	Students will be provided with grade-level appropriate opportunities that develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science. Students take part in the following activities:  <ul style="list-style-type: none"> <li>• Labs</li> <li>• GIZMOS</li> <li>• 5-Minute Walk throughs</li> </ul>	Leadership Team MTSS/RtI Team Department Chair Science Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Science projects Teacher made tests Baseline Assessment Interim Assessment  Summative: Science projects Teacher made tests Interim Assessment Science FCAT 2.0

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.	N/A
Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

The results of the 2012 FCAT 2.0 Science assessment
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2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	indicated that 20 % of the students achieved proficiency. (Level 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4 and 5) by 1% percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (19)	21% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Big Idea: Physical Science due to the lack of knowledge and exposure to instructional strategies and activities that are linked to increase inquiry based learning in Physical Science.	Students will be provided with enrichment activities through the use of technology in multi-age learning environment. Which will develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science. Students will engage in the following activities: • Labs • GIZMOS • 5-Minute Walk throughs	Leadership Team MTSS/RtI Team Lead Teacher Science Liaison	Conduct bi-weekly assessments and review data to ensure progress and adjust curriculum focus based on data reports.  Provide during grade level meetings to share best practices and reflect on additional needs based on data reports and student performance.	Formative: Science projects Teacher made tests Baseline Assessment Interim Assessment  Summative: Science projects Teacher made tests Interim Assessment Science FCAT 2.0

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop Professional Learning Communities for Science	5th Grade	Trainer / Professional Development	Science Liaison	September 2012-June 2013 Monthly	Lesson plan reviews, classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Science Liaison
Professional Learning Communities Focus on Physical Science	5th Grade	Science Coach	5th Grade Science Teachers	September 2011-June 2012 Monthly Basis	Monthly walkthroughs and observations	Principal, Assistant Principal, and Science Liaison
Common Core - Science	K-5	Trainer & Science Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In Grade 5, students will show an increase in mastery levels in the Big Idea: Physical Science on the 2013 Science FCAT due to teachers providing enrichment activities for students to design science projects to increase scientific thinking. They will also provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.	Science experiment supplies will be ordered to properly conduct weekly investigations.	Operating Accounts	\$1,000.00
In Grade 3-5 teachers will provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Studies Weekly	EESAC	\$1,152.69
Scotts Foresman 3rd grade science textbooks teaches curriculum is organized into four units—Life, Earth, Physical, and Space and Technology. Each unit contains a balance between key science content and hands-on activities that support each lesson.	Student science textbooks and teachers editions.	Operating Account	\$2,184.16
Subtotal:			\$4,336.85



Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,336.85

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2011 FCAT Writing Test indicate that 99% (87) of students scored a Level 4 or higher.  The results of the 2012 FCAT Writing Test indicate that 97% of students scored a Level 3 or higher.  Our goal for the 2012-2013 school year is to maintain the percentage 97% students scoring Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% (87)	97% (87)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the Writing FCAT were focus and elaboration in the area of Narrative writing that contains characters, setting, problem & solution.	During writing instruction, students should use graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end and use supporting details to develop focus and elaboration, voice, and details. Students will also use revision and editing marks to better their paper.	Leadership Team MTSS/RtI Team Lead Teacher Reading Liaison	Administer and teacher score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Monthly writing assessments, FCAT Writing Pretest  Summative: FCAT Writing Post Test , FCAT 2.0 Writing Test

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

1b. Florida Alternate Assessment: Students scoring	
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at 4 or higher in writing.	N/A			
Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 - Writing	K-5	Trainer & Reading Liaison	Kinder through Fifth	August 2012	Monitoring teacher lesson plans.	Grade level chairs
PLC will focus on narrative and expository writing	3-4 Language Arts	Reading/Writing Coach	3rd – 4th Grade Language Arts teachers	August 13, 2012	Monthly writing prompt scores monitored by PLC	Principal, Assistant Principal, and Reading Liaison
PLC will focus on Grammar	3-4 Language Arts	Reading/Writing Coach	2nd – 4th Grade Language Arts teachers	August 2012	Monitor PLC minutes and walkthroughs	Principal, Assistant Principal, and Reading Liaison
The focus will be on teaching editing, revisions, and on how to use the holistic scoring rubric.	2-4 Language Arts	Reading/Writing Coach	2nd – 4th Grade Language Arts teachers	August 2012- June 2013	Weekly monitoring of student writing samples to be submitted into their writing folders. In addition, students will utilize red pens when self-correcting their writing prompts as well as their peers.	Principal, Assistant Principal, and Reading Liaison
PLC will focus on the six traits of writing.	K-5 Language Arts Teachers	Reading/Writing Coach	Kinder through Fifth	September 17, 2012	Students receive instruction on the six traits of writing.	Grade level chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Zaner Bloser – Writing curriculum			

teaches students to apply the six traits of writing at every step of the writing process—across Common Core State Standards text types and genres and across the curriculum.	Writing textbook and student workbooks.	Operating Funds	\$10,814.55
			Subtotal: \$10,814.55
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Zaner Bloser – professional representative demonstrated the use of writing tools and applied to real writing samples.	Zaner Bloser certified personnel instructed teachers on the six traits of writing through the use of writing samples	Operating Account	\$1,414.00
			Subtotal: \$1,414.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$12,228.55</b>

End of Writing 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		Our goal for the 2012-2013 academic school year is to increase student attendance from 96.05% to 96.55% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.05% (528)		96.55% (531)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
133		126			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
112		106			
Problem-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	Even though we have a high attendance rate our absences are due to student unexpected illnesses.	Teachers and school counselor will incorporate grade level appropriate lessons on hygiene.  Provide incentives for students such as Maintain a clean environment throughout the school.	Assistant Principal Guidance Counselor Department Chair	General Education Teacher will call students home after 2 absences.  Administrators will monitor the school environment to ensure cleanliness in order to promote a healthy culture for students while they are learning.	Attendance Roster
2	Student unexcused absences due to an undetermined cause.	Provide incentives for students such as: • Student of the Month • 100% Attendance Award	Assistant Principal Guidance Counselor Attendance Clerk Lead Teacher	General Education Teacher will monitor students unexcused absences.	Attendance Roster

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
Attendance Program	K-5th	Attendance Clerk and Grade Book Manager	General Education Teachers and Non-Instructional Staff	August 2012- June 2013	Attendance Program will be implemented the first day of school and monitored on a monthly basis	Attendance Clerk and Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with improved attendance	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by at least 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	3

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student suspension rates are due to the lack of unfamiliarity with the Student Code of Conduct. The total number of indoor and outdoor suspensions decreased during the 2011-2012 school year; an increase/decrease of 3 students.	In-Class Behavior Management Plans. Parents and students will be informed of Code of Conduct and must sign Code of Conduct Contract.	Principal Guidance Counselor Lead Teacher	General Education Teacher will keep parent contact logs as evidence of communication; principal will monitor parent contact logs.	Parent Contact Logs and Suspension 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
Student Code of Conduct Contract	K-5th	All Staff Members	All grades, subjects, school-wide	August 2012-June 2013	August 2012-June 2013	Grade Level Chairs and Administration
Parent Training	K-5th	On individual basis	Parent, Teacher and Administration	September 10, 2012	Teacher and Administration	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers and/or Administration will contact parents of students who have been on indoor suspension. Parents will be provided with a copy of the Student Code of Conduct.	Printing of Student Code of Conduct	Operating Accounts	\$300.00
			Subtotal: \$300.00
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: \$300.00

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>	Given a strong emphasis on the parental involvement at the school, 92% of parents will complete the volunteer hours defined in the parent contract during the 2012-2013 school year, as evidenced by the teacher and volunteer logs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
92% (527)	93% (493)

Problem-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	Due to a language barrier there is a lack of participation in school wide activities by parents of English Language Learners..	Mentor parents to attend group programs and activities they feel comfortable participating in school events functions, notify and invite parents/guardians in a timely matter to make appropriate arrangements.	Community Involvement Specialist	Review sign in sheets to determine the number of limited English proficient parents attending school events	Sign in sheets
2	Parents have limited knowledge and understanding of information of the curriculum in use at school	Parents are invited and encouraged to attend school functions such as Open House FCAT Parent Night, Science Fair Parent Night, and Technology Parent Night.	Principal General Ed Teacher	Review sign in sheets to determine the number of parents attending school events	Sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data	K-5th	Counselor and General Education Teacher	Parents and Guardians	August 20, 2012- Ongoing	Review Sign in sheets/logs to determine the number of parents attending	Student Data

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM  STEM Goal # 1:		Our goal for the 2012-2013 school year is to engage students with STEM school wide technological activities and fairs. This will allow students to interact with technological skills within their reading, mathematical, and scientific curriculum and how it relates to personal experiences.			
Problem-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	Due to the lack of knowledge of technology and language barriers.	<p>During the 2012-2013 students in grades 2-5 will engage in weekly hands on reading and mathematical curriculum programs. Utilizing SuccessMaker as a technological tool that assists in strengthening the students' reading and math weaknesses.</p> <p>In addition, teachers in K-5 will implement bi-weekly hands on scientific labs.</p> <p>Teachers will also engage students in GIZMO activities that will help students develop a comprehension of any challenging scientific concepts through exploration of the concepts.</p> <p>Also, students in K-5 will participate in the Science fair. Students will also have presenters in the mathematical and science career field.</p> <p>Students in 5th grade will participate in the environmental club.</p> <p>Teachers will implement Time for Kids within their social studies and science curriculum in order to apply to current events and real world experiences.</p>	Leadership Team MTSS/RTI Team Department Chair Science Liaison Math Liaison Reading Liaison	<p>Grade level chairs and teachers will meet weekly to discuss, plan, and monitor scientific labs, student performances in SuccessMaker and GIZMOS.</p> <p>The leadership will conduct daily classroom walk throughs to monitor student progression and use of higher order questioning.</p>	<p>Formative:</p> <p>Baseline Assessment Interim Assessment FCAT Test Maker GIZMO SuccessMaker STAR Math STAR Reading Quarterly Exams Classroom Walk Throughs</p> <p>Summative:</p> <p>2013 Mathematics FCAT 2.0 2013 Science FCAT 2.0 2013 Reading FCAT 2.0</p>



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
Professional Learning Communities Focus on Science Fair Project	K-5	Science Liaison	K-5 Science Teachers	October 29, 2012-December 19, 2012	Lesson plan reviews, classroom walkthroughs, and monthly meetings with all Professional Learning Communities with the Administration	Principal, Assistant Principal, and Science Liaison

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	In Grade 5, students will show an increase in mastery levels in the Big Idea: Physical Science on the 2013 Science FCAT due to teachers providing enrichment activities for students to design science projects to increase scientific thinking. They will also provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.	Science experiment supplies will be ordered to properly conduct weekly investigations.	Operating Accounts	\$1,000.00
Science	In Grade 3-5 teachers will provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	Studies Weekly	EESAC	\$1,152.69
Science	Scotts Foresman 3rd grade science textbooks teaches curriculum is organized into four units—Life, Earth, Physical, and Space and Technology. Each unit contains a balance between key science content and hands-on activities that support each lesson.	Student science textbooks and teachers editions.	Operating Account	\$2,184.16
Writing	Zaner Bloser – Writing curriculum teaches students to apply the six traits of writing at every step of the writing process— across Common Core State Standards text types and genres and across the curriculum.	Writing textbook and student workbooks.	Operating Funds	\$10,814.55
Attendance	Truancy Prevention	Provide incentives for students with improved attendance	EESAC	\$500.00
Suspension	Teachers and/or Administration will contact parents of students who have been on indoor suspension. Parents will be provided with a copy of the Student Code of Conduct.	Printing of Student Code of Conduct	Operating Accounts	\$300.00
Subtotal:				\$15,951.40

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>Accelerated Reader is a motivational program that encourages independent reading and includes online quizzes and measures comprehension and vocabulary.</p>	<p>Operating Accounts</p>	<p>\$2,000.00</p>
Reading	<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>STAR is used to determine the reading level of each student, measure their growth, and forecast results on standardized tests with 10 minute assessments.</p>	<p>Operating Accounts</p>	<p>\$2,000.00</p>
	<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist</p>			

Reading	<p>students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>Brain Pop is an educational website of short Flash-based movies for students that incorporates learning strategies for Reading and correlates it to the strands that address the Sunshine State Standards.</p>	School Fund	\$1,000.00
Reading	<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.</p>	<p>Success Maker is instructional software that provides elementary school learners with adaptive, personalized paths for mastery of essential reading and math concepts correlated to the common core standards and delivers outcome-based data to inform educational decision making.</p>	Operating Account	\$3,000.00
	<p>In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the</p>	<p>Reading Plus is instructional software that provides</p>		

Reading	structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.	elementary school learners with adaptive, personalized paths for reading, vocabulary, and spelling mastery of the essential reading concepts correlated to the common core standards and delivers outcome based data to inform educational decision making.	Operating Account	\$3,000.00
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Reading	In order to increase student performance in Reading Application teachers will incorporate reading strategies that assist students to: make inferences, draw conclusions, return to text as a support for looking for answers, utilize graphic organizers to analyze grade level text, and understand the structure of the text and why the author formulated in that manner. In addition, in order to increase student performance on Informational Text/Research Process teachers will incorporate reading strategies that assist students to: Build strong arguments related to the text, explore shades of text meaning through the use of reciprocal teaching and question-answer relationships, and summarizing the text according to the organization of the information given within the text.	Destiny is a resource management tool that helps libraries efficiently, while creating engaging and collaborative learning environments that promote and support student achievement.	Operating Accounts	\$3,500.00
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Mathematics	PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	\$1,995.00
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Subtotal: \$16,495.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	PENDA	PENDA Learning is an online math and science resource providing interesting math and science materials for preparing for the FCAT.	Operating Funds	\$1,200.00

Writing	Zaner Bloser – professional representative demonstrated the use of writing tools and applied to real writing samples.	Zaner Bloser certified personnel instructed teachers on the six traits of writing through the use of writing samples	Operating Account	\$1,414.00
				Subtotal: \$2,614.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$35,060.40

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## 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.



If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Somerset Academy purchased Time For Kids for students in Third through Fifth Grade.	\$1,124.80

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District SOMERSET ACADEMY CHARTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	90%	75%	66%	322	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	78%	62%			140	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?	75% (YES)	66% (YES)			141	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					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SOMERSET ACADEMY CHARTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	91%	61%	325	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	75%	67%			142	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?	78% (YES)	80% (YES)			158	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					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested