FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOWARD DRIVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Deanna D. Dalby

SAC Chair: Kora Stoll

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deanna D. Dalby	Elementary Education Educational Leadership K-12	9	16	'12 '11 '10 '09 '08 School Grade A B A A A High Standards Rdg. 69 87 86 85 83 High Standards Math 65 86 84 85 80 Lrng Gains-Rdg. 71 76 69 74 67 Lrng Gains-Math 74 66 67 78 64 Gains-Rdg-25% 53 62 58 55 54 Gains-Math-25% 61 49 61 68 64
Assis Principal	Christina V. Diaz	ESE – Varying Exceptionalities Reading K-12 Instructional Leadership K-12	3	4	'12 '11 '10 '09 '08 School Grade A B A A A High Standards Rdg. 69 87 86 85 83 High Standards Math 65 86 84 85 80 Lrng Gains-Rdg. 71 76 69 74 67 Lrng Gains-Math 74 66 67 78 64 Gains-Rdg-25% 53 62 58 55 54 Gains-Math-25% 61 49 61 68 64

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. Establish Lesson Plan Study	Administration	August 2012-June 2013	
2	2. Provide on-going support and mentorship by pairing new teachers with mentoring teachers (MINT) and the leadership team.	Administration and Leadership Team	August 2012-June 2013	
3	3. National Board Certified Teachers teamed with new, beginning, and veteran teachers in need of mentoring.	On-site National Board Certified Teachers (NBCT)	August 2012-June 2013	
4	4. Student Internship Programs	Administration / Teachers	August 2012-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
Teachers with Gifted waivers - (3)	Teachers are currently completing Gifted classes for Gifted endorsement.

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
50	0.0%(0)	6.0%(3)	50.0%(25)	42.0%(21)	48.0%(24)	100.0%(50)	0.0%(0)	32.0%(16)	58.0%(29)

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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

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.

Identify the school-based MTSS Leadership Team.
• The Principal, who provides a common vision for the use of data-based decision making and ensures
• that the recommendations and the intervention support are implemented
• The Assistant Principal, , who monitors data collection, plans intervention strategies, monitors
implementation and intervention programs; and participates in the design and delivery of professional development;
• Selected General Education Classroom Teacher who provides information about core instruction, participates in data
collection, and delivers instruction to tier 2 students
• Special Education Teacher(s) (when applicable) who also assists in data collection and collaborates with general education
classroom teachers through co-teaching
• The Reading Leader, who develops and leads school core content standards and identifies appropriate
intervention strategies; also assists in the implementation for progress monitoring, data collection, data analysis, and
provides support for assessment and implementation monitoring;
• The School Psychologist, who monitors data collection, plans intervention strategies, monitors
implementation and intervention programs
• The Behavior Management Teacher, who monitors data collection, plans intervention strategies, monitors
implementation and intervention programs
• The School Counselor, who monitors data collection, plans intervention strategies, monitors
implementation and intervention programs; and participates in the design and delivery of professional development;

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 school-based MTSS Leadership Team meets on a monthly basis to analyze and discuss data and/or student specific needs as identified by the classroom teacher. The RtI/MTSS team will collaborate with the Literacy team and School Support Team in order to address intervention strategies and provide support to teachers and students on an ongoing basis.

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?

Howard Drive Elementary School's school-based MTSS Leadership Team meets with the School Advisory Council and the Administrative team in order to assist with the implementation of the school improvement plan. The members of the team provide data on Tier 2/ Tier 1 interventions and Level 1 and 2 students; academic areas that need to be addressed as part of creating and incorporating objectives into the school improvement plan; and provide data-driven instruction strategies.

The team's role will include:
• Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis
• Monitor the fidelity of the delivery of instruction and intervention
• Provide levels of support and interventions to students based on data

MTSS Implementation

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

Tier 1:
Monitoring of whole class instruction
Small group differentiated instruction based on individual student needs (FCRR binders)
Probes administered by teachers or instructional coaches
Duration of progress monitoring to be determine by RtI team
Frequency of progress monitoring to be determine by RtI team
Criteria established by probe to be used to determine which students are in need of tier 2 intervention

Established data-based decision making procedures for Tier 1
Establish procedures to monitor fidelity of implementation for Tier 1

Tier 2:
Monitor all tier 2 students in interventions (K-2 Voyager Passport & 3-5 SuccessMaker)
Determine who will administer progress monitoring at tier 2
Duration of progress monitoring determine by the RtI team
Frequency of progress monitoring determine by RtI team

Progress monitoring measure determine by RtI team
Norms established by each measure will be used to determine which students are in need of Tier 3 intervention

Tier 3
(May involve special education referral at this level)
Monitor tier 3 students
Establish length of intervention session and number of students per group
Establish number of sessions per week
Determine who will administer progress monitoring
Duration of progress monitoring determine by the RtI team
Frequency of progress monitoring determine by RtI team
Progress monitoring measure determine by RtI team
Parents are involved and kept informed at this level
Implementation of monitoring system for tier 3 will be carried out with fidelity

Describe the plan to train staff on MTSS.

Leadership team will conduct PD on RtI process at the beginning of the school year – August 2012.
We will provide support for school staff to understand basic RtI problem solving, and data analysis process. In addition, we will provide a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The contribution of the MTSS to student learning depends on the motivations and capacities of teachers, administrators, and the MTSS Leadership team working together as a well-functioning team. Staff members should be implementing RtI with fidelity to support MTSS since fidelity is the critical component of the multi-tiered system of supports (MTSS). Staff need to ensure that they are using the problem-solving process across all three tiers and that they are implementing evidence-based instruction and interventions that are matched to specific need of their students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal, Deanna D. Dalby, who provides a common vision for the implementation of Reading programs at the school and ensures that the recommendations and the intervention support are implemented;
• The Assistant Principal, Christina V. Diaz, who monitors data collection, plans intervention strategies, monitors implementation and intervention programs; and participates in the design and delivery of professional development;
• Selected General Education Classroom Teachers who provide information about core instruction, and participates in literacy data collection,
• The Reading Liaison, Karen Greene, who develops and leads school core content standards and identifies appropriate intervention strategies; and provides support for assessment and implementation monitoring of Reading programs.

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

The school-based Literacy Leadership Team meets on a monthly basis to discuss literacy data and/or disseminate information on implementation of literacy programs. The RtI team will collaborate with the Literacy team and School Support Team in order to address intervention strategies and provide support to teachers and students on an ongoing basis. The Principal will provide all the necessary resources to the LLT, as the Reading Coach will provide her expertise by guiding teachers through assessments analysis in order to make informed decisions on student performance. In addition, the Reading Coach will network closely with the LLT to ensure implementation of the K -12 CRRP with fidelity. The Principal will promote the LLT by offering professional growth opportunities to its members and encouraging the use of data analysis in order to improve and facilitate teaching. Data will be monitored by the Principal, including Progress Monitoring data (F.A.I.R.); Interim Assessments; and observational data, as well as their utilization. The Administration Team will conference with all classroom teachers individually on an ongoing basis at least three times during the year. In addition, the Principal will also monitor implementation of the K – 12 CRRP through classroom observations, grade-level department meetings, and through the designated Literacy team meetings.

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

Howard Drive Elementary School's initiative for 2012-2013 will be to monitor the fidelity of the delivery of instruction and

intervention to students based on data. Specific attention will be given to the lowest 25%.

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 2011-2012 FCAT Reading Assessment indicate that 20% of students in grades three through five achieved a level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (73)	24% (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 area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4—Informational Text/Research Process Students have limited access to a variety of informational text.	Utilize real-world documents such as, how-to articles, brochures, fliers, and Web sites to use text features to locate, interpret, and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Utilize supporting facts within or across texts. Utilize non-fiction articles and editorials for instruction.	Administrators, Reading Coach, RtI team, and LLT	Review ongoing classroom assignments FCAT Crunch time activities and assessments that target application of the skill taught. Analyze data and conduct data chats quarterly.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading 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 at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students in grades three scored a level 5. Our goal for the 2012-2013 schopol year is to maintain the level of proficency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Students require multiple reads of a selection prior to responding to comprehnsion questions. This can be accomplished by using read-alounds, auditory tapes and text readers that provide print with visuals and symbols. The use of picture walk should be used to assist students in making predictions of reading selections.	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of skills taught.	Formative Assessments: Learning Today results, classroom assessments Summative Assessments: 2013 Florida Alternate Assessmet

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 2011-2012 FCAT Reading Assessment indicate that 48% of students in grades three through five achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage point to 50% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (174)	50% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/ Research Process Students have limited exposure to determine the Validity and Reliability of Information (all within/across texts)	Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.	Administrators, Reading Coach, RtI team, and LLT	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessmen for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of our third grade students scored at or above a level 7. Our goal for the 2012-2013 school yea

| Reading Goal #2b: | | is to maintain level of proficiency at 7 or above. | | |

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning concepts.	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments

Summative Assessment: 2013 Florida Alternate Assessment result |

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 Reading Assessment indicate that 75% of students made learning gains.
Our goal for the 2012-2013 school year is to increase student achieving learning gains by 1percentage points to 76% of students making learning gains. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (153) | 76% (164) |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application.

Students had limited time in the computer lab utilizing various reading programs. | Create and implement efficient computer lab schedules that will optimize the usage of computers in order to increase the amount of time that students are engaged in the web-based reading programs such as Reading Plus, SuccessMaker, FCAT Explorer, and Voyager. | Administrators, Reading Coach, RtI team, and LLT | Review and monitor Reading Plus, Ticket to Read, Voyager, and SuccessMaker reports generated to ensure students are making adequate progress. | Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports

Summative Assessment: 2013 FCAT 2.0 Reading 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students made learning gains. Our goal for the 2012-2013 school year is to maintain our learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols. The use of picture walks should be used to assist students in making predictions of a reading selection.	Review ongoing classroom assignments and assessments that target application of the skill taught.	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment result

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 Reading FCAT Assessment indicate that 53% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% of student achieving learning gains by 10 percentage points to 63% of students making learning gains in the lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (29)	63% (34)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	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 2011 administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis/ Fiction/Non-Fiction Students require more exposure and additional scaffolding in the areas of Literary Analysis and	Identify and target students not making learning gains and provide remediation through the use of computer assisted programs (i.e., SuccessMaker, Voyager and Reading Plus), differentiated	Administrators, Reading Coach, RtI team, and LLT	Review Reading Plus, Success Maker, and Voyager reports to ensure students are making progress.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessmen for Instruction in Reading (FAIR). Reading Plus

					reports, FCAT Explorer Reports Accelerated Reader/STAR Reports
Fiction/Non Fiction	instructional groups and conduct data chats with students and teachers.				Summative Assessment: 2013 FCAT 2.0 Reading Test

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 #
	The results of the 2011-2012 FCAT Reading Assessment indicate that 58% of the students in combining grades achieved proficient. Our goal for the 2012-2013 school year is to increase
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88	89	90	91	92	

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 Reading Assessment indicated that our White subgroup made satisfactory progress in the area of Reading. Our goal for the 2012-2013 school year is to increase the expected level of performance in the following subgroups: Black , Hispanic, English Langugage Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantage (ED).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 30% (26) Hispanic: 70% (91) ELL: 56% (8) SWD: 27% (16) ED: 43% (61)	Black: 45% (39) Hispanic: 77% (95) ELL: 76% (11) SWD: 36% (21) ED: 53% (75)

Problem-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 201administration of the FCAT Reading Test was Reporting Category 4 – Informational Text/Research Process. Appropriate and timely placement of students in intervention programs has been a challenge.	Utilizing data identify students who need tier 2 and tier 3 Interventions. Place targeted students in appropriate interventions within the first two weeks of the 2012-2013 school year, and monitor student progress on a monthly basis. Monitor differentiated small group instruction in the classroom.	Administrators, Reading Coach, RtI team, and LLT	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data. Track progress using Voyager checkpoint assessments.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Assessment indicates that 27% (16) of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (16)	36% (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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 – Literary Analysis/ Fiction/Non-Fiction	Reading teachers will use instructional support materials such as story maps, character developments charts, and Somebody/Wanted/But/So charts to reinforce the concept of identifying exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fictional text. Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles,	Administrators, Reading Coach, RtI team, and LLT	RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test

		headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?"		

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 Reading Assessment indicates that 43% (61) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (61)	53% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 – Informational Test/Research Process. As noted on the 2012 FCAT Reading Test, the ED subgroup did not proficient progress. Appropriate and timely placement of students in intervention programs has been an challenge.	Utilizing data, identify students who need tier 2 and tier 3 Interventions. Place targeted students in appropriate interventions within the first two weeks of the 2011-2012 school year, and monitor student progress on a monthly basis. Utilizing Beyond the Bell Tutoring as additional support with students with limited computer access outside of school.	Administrators, Reading Coach, RtI team, and LLT	RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments. Monitor Beyond The Bell attendance rosters for full participation.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test

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

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

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

SuccessMaker 2.0	3-5	Selected Teachers	3rd-5th grade teachers Reading/Language Arts Teachers	August 17, 2012	Successmaker Reports	Administration Literacy Leadership Team
Common Core Standards	K-5	Reading Leader	Reading/Langauge Arts Teachers	Every Wednesday beginning in September (ongoing)	Review of Lesson Plans and Classroom observations	Administration Literacy Leadership Team
VOYAGER Passport Florida	K-2	Reading Leader	K-2nd Grade Teachers	September 17, 2012	Classroom Observations, Voyager Adventures 5 and 10	Administration Literacy Leadership Team
Small Group Differentiated Instruction PD	K-5	Reading Leader	School-wide	September 26,2012	Classroom Observations, Lesson Plans	Administration Literacy Leadership Team
Updated FAIR Assessment	K-5	Reading Leader/ Teachers	School-wide	August 17, 2012	PMRN Assessment Repots	Teachers, Administration Literacy Leadership Team
Reading Plus	2-5	Reading Leader	3rd-5th Grade teachers Reading/Language Arts Teachers	November 6, 2012	Reading Plus Reports	Administration Literacy Leadership Team

Reading Budget:

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Assessment indicated that 66% (23) students' scored proficient on the Listening/Speaking portion of the CELLA assessment. Our goal for the 2012-2013 school year is to increase the percentage of students attaining proficiency by 4

percentage points to 70%.

2012 Current Percent of Students Proficient in listening/speaking:

66% (23)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The grade levels with deficiencies in the area of Listening/Speaking were Kindergarten and First Grade, with only 40% (6) attaining proficiency. Lack of implementation of ELL strategies across all grade levels.	The students will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meaning of unfamiliar complex words. Use the following strategies specific to helping ELL students acquire and use oral language: • Model language by saying aloud and writing the ideas and concepts you're teaching. • Model what a fluent reader sounds like through focused read-alouds. • Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking. • Have students retell stories aloud. Record their retellings in their own words to create a language experience chart that can be used for future reading and writing lessons with this group. • Teach choral speaking and reading (poetry may be the most accessible format with which to begin). • Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.	Administration, K-5 grade teachers with ELL students.	Following the FCIM model Administration and teachers will review assessment data weekly and adjust instruction as needed.	Formative: FAIR assessment, weekly teacher assessments and computer assisted reports from SuccessMaker, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessment

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Assessment indicated that 51% (18) students' scored proficient on the Reading portion of the CELLA assessment. Our goal for the 2012-2013 school year is to increase the percentage of students attaining proficiency by 4 percentage points to 57%.

2012 Current Percent of Students Proficient in reading:

51% (18)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The grade levels with deficiencies in the area of Reading were Kindergarten and First Grade, with only 11% (4) attaining proficiency. Lack of implementation of ELL strategies across all grade levels.	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied messages and inference, and chronological order of events. Utilize five components to assist students acquire Reading and Language as a second language: • Vocabulary and Language development • Guided Collaboration (teacher/student, student/student) • Explicit instruction (model and direct teaching) • Meaning based content and universal themes • Utilize graphic organizers, model instruction, and provide visuals.	Administration, K-5 grade teachers with ELL students.	Following the FCIM model Administration and teachers will review assessment data weekly and adjust instruction as needed.	Formative: FAIR assessment, weekly teacher assessments and computer assisted reports from SuccessMaker, Riverdeep and FCAT Explorer. Summative: 2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Assessment indicated that 38% (13) students' scored proficient on the Reading portion of the CELLA assessment. Our goal for the 2012-2013 school year is to increase the percentage of students attaining proficiency by 4 percentage points to 43%.

2012 Current Percent of Students Proficient in writing:

38% (13)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of implementation of ELL wiring strategies	The student will utilize the following writing	Administration, K-5 grade teachers	Following the FCIM model Administration	Formative: FAIR assessment,

	across all grade levels.	strategies: • Utilize graphic organizers • Student to student and teacher to teacher oral discussion before writing • Encourage illustrations • Have students keep a dialogue journal • Expose students to a wide variety of writing experiences	with ELL students.	and teachers will review assessment data weekly and adjust instruction as needed.	weekly teacher assessments and Monthly writing prompts. Summative: 2013 CELLA Assessment
1					

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 proficiency by 4 percentage point to 31% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (98)	31% (112)

Problem-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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students was Reporting Category 2- Number: Fractions	Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Develop departmental guidelines for student learning notebooks. Utilize Math Superstars to give students the opportunity to challenge themselves in all types of math concepts by providing additional learning activities. This program gives students of all ability levels a chance to extend themselves beyond the mathematics curriculum. Engage students to utilize technology such as FCAT Explorer and Riverdeep.	Administrators, Mathematics Liaison	Review monthly snapshot assessments and district assessments to ensure that progress is being made and adjust instruction as needed. Conduct Data Chats to review data.	Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics 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 at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students in grades three scores at level 4,5 and 6. Our goal for the 2012-2013 school year is to maintain level of proficiency 4, 5 and 6 above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		N/A		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts.	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments

Summative Assessment: 2013 Florida Alternate Assessment result |

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 2012-2013 FCAT Mathematics Assessmen indicate that 37% of students achieved level 4 and 5 proficiency.

Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage point to 39% of students achieving proficiency. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% (133) | 39% (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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3 students who scored at or above achievement levels 4 and 5 was Reporting Category 1- Number: Operations, Problems, and Statistics. Grades 4 and 5 students who scored at or above achievement levels 4 and 5 was Reporting Reporting Category 3- Geometry and Measurement.	Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding numbers. Develop departmental guidelines for student learning notebooks.

Utilize Math Superstars to give students the opportunity to challenge themselves in all types of math concepts by providing additional learning activities.

This program gives students of all ability levels a chance to | Administrators, Mathematics Liaison | Review monthly snapshot assessments and district assessments to ensure that progress is being made and adjust instruction as needed.

Conduct Data Chats to review data | Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS

Summative Assessment: 2013 FCAT 2.0 Mathematics Test |

		extend themselves beyond the mathematics curriculum.			

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 Mathematics FCAT Assessment indicate that 74% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to - 79% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (159)	79% (170)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the Students in Grade Three making learning gains in mathematics have deficiencies with Reporting Category 2- Number: Fractions.	Develop and understanding of fractions and fraction equivalents: represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non routine problems. Engage students to utilize technology such as FCAT Explorer and Riverdeep.	Administrators, Mathematics Liaison	Review formative Assessment data reports to monitor progress and adjust instruction as needed.	Formative Assessments: Baseline Assessment, Interim Assessments, District mini-BATS Summative Assessment: 2013 FCAT 2.0 Mathematics Test
	The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the students in Grade Four	Provide grade level appropriate activities that promote the use of Geometric knowledge and spatial reasoning to	Administrators, Mathematics Liaison	Review formative Assessment data reports to monitor progress and adjust instruction as needed.	Formative Assessments: Baseline Assessment, Interim

| 2 | making learning gains in mathematics have deficiencies with Reporting Category 3- Geometry and Measurement | develop foundations for understanding perimeter, area, and volume.

Engage students to utilize technology such as FCAT Explorer and Riverdeep. | | | Assessments, District mini-BATS

Summative Assessment: 2013 FCAT 2.0 Mathematics 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students in grades three made learning gains. Our goal for the 2012-2013 school year is to maintain learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Train teachers to effectively implement Access Points.</td><td>Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.

Students must have continuous review/practice when learning math concepts.</td><td>Administrators, SPED Teacher, District Inclusion Facilitator</td><td>Review ongoing classroom assignments and assessments that target application of the skill taught.</td><td>Formative Assessments: Learning Today Results, classroom assessments

Summative Assessment: 2013 Florida Alternate Assessment result</td></tr>
</table>

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 Mathematics FCAT Assessment indicate that 61% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 4 percentage points to 66% of students achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (34)	66% (37)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>The data, as noted on the 2012 FCAT 2.0 Mathematics Test, indicates that the Students in Grade Three</td><td>Utilize Successmaker interventions daily through a pull out program with fidelity targeting lessons on</td><td>Administrators, Mathematics Liaison</td><td>Ongoing classroom visitations by administration.

Review and modify</td><td>Formative Assessments: Baseline Assessment, Interim</td></tr>
</table>

1	making learning gains in mathematics have deficiencies with Reporting Category 2- Number: Fractions. Grade Four making learning gains in mathematics have deficiencies with Reporting Category 3- Geometry and Measurement	Fractions. Modify instruction based on Success Maker reports.		instruction based on student data from the district Interim Assessments and Success Maker reports.	Assessments, and Successmaker reports Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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 #
	The results of the 2011-2012 FCAT Reading Assessment indicate that 61% of the students in combining grades achieved proficient. Our goal for the 2012-2013 school year is to increase 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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 Mathematics Assessment indicate that 85% (111) of students in the White subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase proficiency in our Black, Hispanic, English Langauge Learners (ELL), Students with Disbabilities (SWD), and Econoimic Disadvantage (ED).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 23% (20) Hispanic: 69% (90) ELL: 67% (9) SWD: 23% (13) ED: 40% (56)	Black: 23% (28) Hispanic: 73% (95) ELL: 90% (13) SWD: 36% (21) ED: 48% (68)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Black, Hispanic, English Langauge Learners (ELL), Students with Disbabilities (SWD), and Econoimic Disadvantage (ED) not make satisfactory progress.	Utilize Successmaker interventions daily through a pull out program with fidelity targeting lessons on Geometry and Measurement. Modify instruction based on Success Maker reports.	Administrators, Mathematics Liaison	Ongoing classroom visitations by administration. Review and modify instruction based on student data from the district Interim Assessments and Success Maker reports.	Formative Assessments: Baseline Assessment, Interim Assessments, and Successmaker reports Summative Assessment: 2013 FCAT 2.0 Mathematics 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	
	N/A

Mathematics Goal #5C:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D: | The results of 2010-2011 FCAT Mathematics Assessment indicates that 38% of students in the Students with Disabilities (SWD) subgroup achieved proficiency.

Our goal is to increase student proficiency by 6 percentage points to 44% of students achieving proficiency. |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |
| 38% (18) | 44% (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	Students in grades 3-5 scored lowest in Reporting Category of Geometry and Measurement.

There is inconsistent implementation of small group instruction during the mathematics instructional block.

Implement quarterly Math mini workshops for parents and students. | Implement a rotation schedule for small group differentiated instruction during the60 minute mathematics block. Provide instruction based on the needs of students reflected on mini-assessments and teacher observation. Utilize manipulatives to develop understanding of basic mathematics operations.

Implement quarterly Math mini workshops for parents and students. | RtI Team and Math Liaison | Ongoing classroom visitations by administration.

Review and modify instruction based on student data from the district Interim Assessments and mini assessments. | Formative: Data from District Interim Assessment, Monthly Assessment and Success Maker reports.

Summative: Results from 2012 FCAT 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:

| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E: | The result of 2011-2012 FCAT Mathematics Assessment indicates that 40% (56) of students in the Economically Disadvantaged subgroup achieved proficiency.

Our goal is to increase student proficiency by 8 percentage points of students achieving proficiency. |
|---|---|
| **2012 Current Level of Performance:** | **2013 Expected Level of Performance:** |

	40% (56)		48% (68)	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Economically Disadvantaged students did not make satisfactory progress.	Provide the instauration support needed for students to develop quick recall of addition facts and related subtraction fact, and multiplication and related vision facts, and fluency with multi-digit addition and subtractions, and multiplication and division on whole numbers, as well as additional subtraction of fractions and decimals.	Administrators, Mathematics Liaison	Ongoing classroom visitations by administration. Review and modify instruction based on student data from the district Interim Assessments and Success Maker reports	Formative Assessments: Baseline Assessment, Interim Assessments, and Successmaker reports Summative Assessment: 2013 FCAT 2.0 Mathematics Test

End of Elementary School Mathematics Goal

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
Success Maker	K-5th Grade	Ms. Bosworth	K-5th Grade Teachers	August 17, 2012	Reports from Success Maker	Administration Team
Math Journals	K-5th Grade	Mathematics Liaison	3rd – 5th Grade Math Teachers	September 17, 2012	Classroom Walkthrough, Observations, and Student work Samples	Administration Team
Differentiated Instruction: Data Analysis	Mathematics Liaison	Mathematics Liaison	3-5 mathematics teachers	November 6, 2012	Classroom Observations	Administration, Math Liaison

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention and Supplementary Materials for FCAT NGSSS for small group differentiated instruction.	GO Math Assessment Booklet	School Based Funds	$750.00
			Subtotal: $750.00
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: $750.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 Science FCAT Assessment indicate that 35% students achieved proficient. Our goal for the 2011-2012 school year is to increase by 3 percentage points to 38% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (38)	38% (41)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 5 scored lowest in Reporting Category 2 Earth and space Science and Reporting Category 3 Physical Science.	Provide a variety of hands-on, inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts in Earth space and Physical Science. Provide activities for developing and implementing inquiry-based activities that allow students to utilize hands on activities for Earth Space and Science. Strategies conducting investigation in Physical Science and Earth Space includes the teacher asking the students to: (1) identify and ask questions; (2)	Science Liaison, Administration	Students will be assessed using school site assessments and District Interim Assessments. Teachers will utilize Edusoft and Examview to create pre/post mini assessment benchmarks. Review the data from the District Interim Assessments and review monitor the Lab Sheets. Teachers will re-teach lessons on benchmarks students scored low on. Monitoring monthly on benchmarks assessed.	Formative: School base assessments & District Interim Assessments. Summative: Results from the 2013 FCAT 2.0 Science Assessment.

	design and conduct experiments; (3) analyzing data and evidence; (4) using models and explanations and finally (5) communicating findings.			

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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 science. Science Goal #2a:	The results of the 2011-2012 Science FCAT Assessment indicate that 22% students achieved above proficient. Our goal for the 2012-2013 school year is to increase by 2 percentage point to 24% students achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (24)	24% (25)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3-5 scored lowest in Reporting Category 2 Earth and Space and Category 3 Physical Science Additional support in developing science-based research projects	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts focusing on Physical and Earth Space Science.	Science Liaison, Administration	Students will be assessed using school site assessments and District Interim Assessments including Pre/Post on targeted benchmarks. Teachers will utilize Edusoft to analyze data and determine strengths	Formative: School base assessments & District Interim Assessments. Summative: Results from the 2013 FCAT Science Assessment.

| | | applying Earth space and Physical Science | Provide GIZMOS programs during instructional time for supplemental materials | | and areas for improvement to guide instruction. | |

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

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

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

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
Earth Space and Physical Science	Grade 3-5 Science	Science Liaison / District Curriculum Support Specialist	Classroom Teachers	October 28, 2012	Classroom Walkthroughs/ PD Roster and follow up activity	Administrator
PLC on Physical and Earth Space Science	Grades 3-5	Science Liaison	Members of the Science PLC	September 5, 2012 October 3, 2012 November 7, 2012 December 5, 2012 January 9, 2013 February 6, 2013	Classroom Walkthroughs / PD Roster and follow up activity	Administrator

Science 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 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 result of the 2012 FCAT 2.0 Writing Assessment indicated that 76% of students achieved proficiency (4.0 and above). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 2 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (87)	78% (90)

Problem-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	During the 2012 FCAT Writing Assessment, fourth graders demonstrated difficulty in expository writing. Students' lack practice following the writing process and experience in editing, grammar and revising their work.	Have students use revising/editing charts, teacher conferencing, or peer editing by: • Evaluating a draft for the use of ideas and content • Rearranging words, sentences, and paragraphs, • Creating clarity by using combination sentence structures to improve sentence fluency • Adding supporting details, and using transitions that connect the supporting details • Edit for correct use of orthographic patterns,	Administrators, Reading Leader, Members of the LLT Team	Monthly the Reading leader will assist teachers in analyzing students' writing in order to determine their needs and adjust their instruction.	Formative: Monthly writing samples. Summative: 2013 FCAT Writing Assessment.

		plural words, context, antonyms/synonyms, and multiple meaning words utilizing the Wordly Wise. • Use Writer's checklist /FCAT Writing Rubric to refine draft • Monthly writing prompts across all grade levels			

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The result of the 2012 FCAT 2.0 Writing Assessment indicated that 60% of students in the district achieved proficiency (3.0 and above). The districts goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Students must use picture cards to create sentences and paragraphs on topic. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administrators, SPED Teachers, Inclusion District Support	Review ongoing classroom assignments and assessments that target application of the skill taught.	Summative: Student work samples Formative: Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices in Writing	K-5	Reading Leader	School-wide		Team will meet monthly to monitor student progress and effectiveness of writing instruction. Students' scores on monthly writing prompts.	Administration, Literacy Team
Teaching the						

| use of revision and editing strategies | K-5 | Reading Leader, K-5 Teachers | School-wide | November 6, 2012 | Monitor student monthly assessments. | Reading Leader, Administration, Literacy Team |

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance to by minimizing absences due to illness and truancy, and to create a climate where are school where students, parents and faculty feel welcomed and appreciated. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.62% (701)	97.12% (705)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
168	160
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier to increasing the attendance rate may be attributed to student truancy caused by a lack of intrinsic motivation to attend school. An anticipated barrier to increasing the tardies rate may be attributed to traffic congestion in carpool.	1.1. In order to positively impact student attendance, various strategies and interventions will be implemented at the school, classroom, and individual level. A school wide incentive such as utilizing a "Perfect Attendance" banner will be used continuously throughout the year to motivate students to attain the overall school attendance goal. At the classroom level, students will have opportunities to win prizes for the classroom attaining the most days of perfect attendance each quarter. In addition, classes with perfect attendance will get the opportunity to go on morning announcements At the individual level, parents will be contacted by the classroom teacher and a Connect Ed message from school will be implemented as an intervention for students with excessive absences. Quarterly perfect attendance awards will promote student attendance and therefore aid in the attainment for our attendance goal.	Strategies and interventions will be closely monitored by administration	Daily review of attendance rate and ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).	The percentage of overall student attendance. COGNOS report.

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In order to positively impact student attendance, a variety of strategies and interventions will be implemented at the school, classroom, and individual level.	popsicles (1st prize) -pencils (2nd prize) -bracelet (3rd prize)	School Based Funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $500.00			

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
15	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	14

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31	28
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	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	An anticipated barrier for the increase of outdoor and indoor suspension is attributed to lack of conflict resolution and intrinsic motivation for positive behavior.	Create a discipline committee to establish a school-wide discipline plan. Utilize the Student Code of conduct and provide incentives for positive behavior.	Strategies and interventions will be monitored by the administrative team and the Discipline committee.	Monitor COGNOS report on student suspension rates.	COGNOS Suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	All staff members	Behavior Management Teacher / Administration	All Staff Members	October 26, 2012	Classroom walkthroughs, Posted Behavior Chart, Daily Student Behavior Chart	Administration, Teachers
School Wide Discipline Committee Meetings	Various Staff Members	Administration	Various Staff Members	August 31, 2012 September 28, 2012 October 31, 2012 November 30, 2012 December 21, 2012 January 31, 2013 May 20, 2013	Classroom walkthroughs, Posted Behavior Chart, Daily Student Behavior Chart, Monitor of suspension rates through COGNOS	Administration, Teachers

Suspension Budget:

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

			Subtotal: $0.00

<table>
<tr><td colspan="4" style="background:#8B0000;color:white">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:#8B0000;color:white">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:#8B0000;color:white">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:#8B0000;color:white">Grand Total: $0.00</td></tr>
</table>

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the percentage of parents participating in school-wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (307)	60% (368)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents have limited knowledge of school activities and workshops.	Facilitate the use of parenting materials through the use of Take Home Tuesday Yellow Communicators, the school's Webpage, and use of Connect-ED to communicate to parents about upcoming events	Administration, Leadership Team	Review sign-in sheets/logs 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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	During the 2011-2012 school year the STEM practices currently in place in our school is promoting Science Fair with our 4th and 5th grade students. Only 40% of our students in the 2011-2012 school year participated in the Science Fair. Our goal for the 2012-2013 school year is to have 50% participation from our 4th and 5th grade students.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	An anticipated barrier would be lack of external support and	Collaborate with PTA to provide funding for materials for Science	Administration, Science Teacher, Science Fair	Student's science fair schedule due dates with teachers	Summative: Student schedule tasks

1	not enough instructional time.	Fair projects, such as boards. Create a schedule for students with step by step instructions on activities to turn in and due dates. To inform parents that students need guidance at home, we will conduct a parent workshop and send home parents a packet containing the following: a parent letter of participation and a copy of the students Science Fair schedule.	Liaison	signature, Signature of parents attended parent workshop and parent letter of participation, Science Fair project participant ribbon.	Formative: Student Science Fair Participation

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
Science Fair Projects PD for 4th and 5th Grade Teachers	4th and 5th	Science Liaison	4th and 5th grade Science Teachers	March 1, 2013	Student work samples	Administration, 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)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Intervention and Supplementary Materials for FCAT NGSSS for small group differentiated instruction.	GO Math Assessment Booklet	School Based Funds	$750.00
Attendance	In order to positively impact student attendance, a variety of strategies and interventions will be implemented at the school, classroom, and individual level.	popsicles (1st prize) - pencils (2nd prize) - bracelet (3rd prize)	School Based Funds	$500.00
				Subtotal: $1,250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
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: $1,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̵n Priority	j̵n Focus	j̵n Prevent	j̵n NA	

Are you a reward school: j̵n Yes j̵n No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be utilized to assist with the implementation of strategies in the School Improvement Plan, such as recognition; attendance incentives; and program/awards.	$1,500.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
HOWARD DRIVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	86%	93%	78%	344	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	76%	66%			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?	62% (YES)	49% (NO)			111	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					597	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
HOWARD DRIVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	92%	64%	326	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	67%			136	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?	58% (YES)	61% (YES)			119	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested