FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FULFORD ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Jean E. Teal

SAC Chair: Joella Nortelus

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Grade: C AMO Rdg: 65% AMO Math: 76% High Standards Reading: 41% High Standards Math: 51% Learning Gains-Reading: 69% Learning Gains-Math: 56% Gains-Reading-lowest 25%: 75% Gains-Math-lowest 25%: 68% 2010-2011 Grade: C Students Not Making a Satisfactory Progress: No High Standards Reading: 58% High Standards Math: 71% Learning Gains-Reading: 50% Learning Gains-Math: 59% Gains-Reading-lowest 25%: 41% Gains-Math-lowest 25%: 61%
Principal	Dr. Jean E. Teal	Bachelor of Arts – Elementary Education, University of South Florida; Master of Science – Elementary Education, Nova Southeastern University;	3	14	2009-2010 Grade: A

Role	Name	Degree(s)/Certification(s)	Years at Current School	Years as Admin	Prior Performance Record
		Doctorate of Education – Educational Leadership, Nova Southeastern University			Students Not Making a Satisfactory Progress: No High Standards Reading.: 71% High Standards Math: 75% Learning Gains-Reading: 69% Learning Gains-Math: 64% Gains-Reading-lowest 25%: 69% Gains-Math-lowest 25%: 69% 2008-2009 Grade: N/A Students Not Making a Satisfactory Progress: Yes High Standards Reading.: 14% High Standards Math: 41% Learning Gains-Reading: 35% Learning Gains-Math: 71% Gains-Reading-lowest 25%: 36% Gains-Math-lowest 25%: 79%
Assis Principal	Mrs. Mileydis Torrens	Bachelor of Arts – Elementary Education, Florida International University; Master of Science – Early Childhood Education, Florida International University; Specialist – Educational Leadership, Florida International University	1	1	2011-2012 Grade: C AMO Rdg. 65% AMO Math 76% High Standards Reading: 41% High Standards Math: 51% Learning Gains-Reading: 69% Learning Gains-Math: 56% Gains-Reading-lowest 25%: 75% Gains-Math-lowest 25%: 68% 2010-2011 Grade: A Students Not Making a Satisfactory Progress: No High Standards Reading: 79% High Standards Math: 81% Learning Gains-Reading: 69% Learning Gains-Math: 65% Gains-Reading-lowest 25%: 66% Gains-Math-lowest 25%: 72% 2009-2010 Grade: A Students Not Making a Satisfactory Progress: No High Standards Reading.: 76% High Standards Math: 78% Learning Gains-Reading: 72% Learning Gains-Math: 64% Gains-Reading-lowest 25%: 70% Gains-Math-lowest 25%: 66% 2008-2009 Grade: A Students Not Making a Satisfactory Progress: Yes High Standards Reading.: 71% High Standards Math: 77% Learning Gains-Reading: 77% Learning Gains-Math: 74% Gains-Reading-lowest 25%: 77% Gains-Math-lowest 25%: 73%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2011-2012 Grade: A AMO Rdg: 88% AMO Math: 92% High Standards Reading: 77% High Standards Math: 80% Learning Gains-Reading: 80% Learning Gains-Math: 78% Gains-Reading-lowest 25%: 77% Gains-Math-lowest 25%: 68% 2010-2011

| | | | | | | Grade: C
Students Not Making Satisfactory Progress: No
High Standards Reading: 69%
High Standards Math: 72%
Learning Gains-Reading: 66%
Learning Gains-Math: 61%
Gains-Reading-lowest 25%: 50%
Gains-Math-lowest 25%: 60%

2009-2010
Grade: C
Students Not Making Satisfactory Progress: No
High Standards Reading: 66%
High Standards Math: 69%
Learning Gains-Reading: 59%
Learning Gains-Math: 55%
Gains-Reading-lowest 25%: 41%
Gains-Math-lowest 25%: 44%

2008-2009
Grade: A
Students Not Making Satisfactory Progress: No
High Standards Reading: 72%
High Standards Math: 74%
Learning Gains-Reading: 67%
Learning Gains-Math: 66%
Gains-Reading-lowest 25%: 58%
Gains-Math-lowest 25%: 69% |
| Reading | Mrs. Irmine Butts | Elem. Ed./ESOL/Reading | 1 | 2 | | |

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. Teachers will be paired with a mentor teacher.	Principal, Assistant Principal, Teachers	June 2013	
2	2. Monthly Professional Learning Communities (PLC).	Principal, Assistant Principal, Teachers	June 2013	
3	3. Continuous utilization of IPEGS.	Principal, Assistant Principal, Teachers	June 2013	
4	4. School-based Teacher Incentive Programs.	Principal, Assistant Principal, Teachers	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
2	Provide support for completing HOUSSE.

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
32	6.3%(2)	31.3%(10)	34.4%(11)	28.1%(9)	40.6%(13)	71.9%(23)	12.5%(4)	0.0%(0)	81.3%(26)

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
Janet Hanmer	Joline Green	New to the building and the teaching assignment.	The mentor and mentee will meet in order to develop rigorous lesson plans for both whole group and differentiated instruction. Resources will also be provided to the mentee.
Rene Palmer	Alexcia Buggs	New to grade level.	The mentor and the mentee will meet in order to share best practices for whole group and small group instruction.
Rene Palmer	Sherise Robinson	New to the building and the teaching assignment.	The mentor and mentee will meet in order to develop rigorous lesson plans for both whole group and differentiated instruction. Resources will also be provided to the mentee.
Maria Caldera	Ruth Gaillard-Leger	New to the building and the teaching assignment.	The mentor and mentee will meet in order to develop rigorous lesson plans for both whole group and differentiated instruction. Resources will also be provided to the mentee.
Rosemica Bonhomme	Manuel Barrios	New to grade level.	The mentor and the mentee will meet in order to share best practices for whole group and small group instruction.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Fulford Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained and rising third graders in need of intervention.

Professional development is also provided for staff in order to ensure the new Common Core State Standards and rigorous instruction is addressed during instructional delivery. The Literacy/Leadership Team also works with school administrators to address the needs of the students as outlined by data results from various school-wide and district-wide assessments. In addition, focus calendars, which include systematic research-based materials, strategies, and activities addressing the targeted areas in need of improvement, are created.

Tutorial programs that provide early intervening services for children considered "at risk" are provided. On-going progress monitoring is a continuous component of the data driven instruction at Fulford Elementary School.

Title I, Part C- Migrant

Fulford Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities by the Title I, Part C, Migrant Education Program.

Title I, Part D

Fulford Elementary School coordinates services with the district to support the Educational Alternative Outreach program and Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-5)
• parent outreach activities (PK-5)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(PK-5)
• reading and supplementary instructional materials(PK-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (PK-5, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• A school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Fulford Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Teachers will be provided with orientation and training in Bullying and Harassment Policy and Curriculum Program.
Students will receive classroom awareness regarding bullying and harassment by the school counselor. District-wide vignettes viewed in classrooms for classroom discussion and reinforcement.

During the month of October, students will participate in weekly "Say No to Drugs" activities. Students will also participate in Bully-Free activities during blue ribbon week in the month of May.

Nutrition Programs

1) Selected to participate in the USDA Fresh Fruit and Vegetable Program school-wide.

2) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
3) Nutrition education, as per state statute, is taught through physical education.
4) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Fulford Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Fulford Elementary receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

At Fulford Elementary we provide the Heiken Children's Vision Program in collaboration with the Miami Lighthouse and Division of Student Services Comprehensive Health Program.

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.

At Fulford Elementary School the school-based MTSS/RtI Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team Fulford Elementary School considered the following:

• Administrators who will ensure commitment and allocate resources;
• Teachers and the Reading Coach will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting Fulford Elementary School's goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

The MTSS/RtI Leadership Team will also collaborate with other school teams to improve student achievement through sharing of evidence-based practices, analyzing data for progress monitoring, root cause analysis; and, aligning support (instruction and Interventions). In addition, programs provided at various facilities will be discussed in order to address the specific needs of the students.

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

The MTSS/RtI Leadership Team at Fulford Elementary School has an active role in the development and implementation of the School Improvement Plan (SIP). The MTSS/RtI Leadership Team along with the SIP Writing Committee will analyze and disaggregate data presented in the SIP. Academic and behavioral goals will be monitored and adjusted through data gathering and data analysis. The fidelity of the delivery of instruction and intervention will be monitored and different levels of support will be provided to students as outlined by the data. Individualized Educational Plans (IEPs) will be developed, implemented, and monitored for maximum student success.

The MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

MTSS Implementation

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

Fulford Elementary School will utilize data to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

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

Data will be analyzed and interpreted through regularly scheduled data chats in order to adjust the Tier 1 core instructional practices being implemented through the general curriculum, develop Tier 2 supplemental instruction and interventions for targeted students that is aligned to the core instruction, and prescribe Tier 3 intensive instructional or behavioral intervention for individual students that is aligned with all core instructional methodologies.

Describe the plan to train staff on MTSS.

An informational review session will be provided for all teachers during the opening of school faculty meeting in order to train staff on MTSS as an essential element to our curriculum program, and to reinforce its significance for student achievement. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year to discuss data-based decision-making, and supporting and evaluating interventions. The MTSS Leadership team will also provide updates during faculty meetings as needed.

In addition, the district will provide professional development and support which includes training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet,

and Tier 3 Problem Solving Worksheet and Intervention Plan, and providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following, Fulford Elementary plans to support MTSS through:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) consists of the Principal, Assistant Principal, Counselor, SPED Representative, Instructional Coaches, Media Specialist, ESOL Chair, and Grade Level Chairs.

Dr. Jean E. Teal, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Ms. Mileydis Torrens, Assistant Principal: Assists in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Ms. Tisha Harper, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Ms. Kelly Twala, Social Worker: Collects information on students' social/emotional history; shares gathered data with the RTI team; facilitates development of intervention plans; provides support to parents and staff on implementation of intervention plans.

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

TBA, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school counselor will continue to link child service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Mr. Marvin Boyd, SPED Representative: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation.

Ms. Irmine Butts, Instructional Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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

Ms. Rosalina Rodriguez-Soto, ESOL Chair: Updates the team on new policies related to the ESOL program. Identifies strategies, interventions, and best practices that will serve in the best interest of the ESOL student population.

Mr. Bernett Souffrant, Ms. Renee Palmer, Ms. Janet Hanmer, Ms. Robbi Mills, Ms. Joella Nortelus, and Ms. Ivonne Rosales, Grade Level Chairs (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The Literacy Leadership Team meetings will be held monthly to review and discuss student progress, instructional focus, intervention programs, disaggregation of data, academic and behavioral adjustments and additional programs as needed.

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

The major initiatives of the Literacy Leadership Team this year will be to implement the following:
• Have representation from all curricular areas on the LLT.
• Select team members who are skilled and committed to improving literacy.
• Provide professional growth opportunities for team members and instructional staff.
• Create a collaborative environment that fosters sharing and learning between all grade levels.
• Develop and implement a school-wide organizational model that supports literacy instruction in all classes.
• Utilize data to improve teaching and student achievement in all subgroups.
• Create a school-based library of exemplar texts.
• Identify systematic research-based programs, activities, and resources that will enhance the rigorous instruction as the transition from the Next Generation State Standards to Common Core State Standards is made.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/7/2012)

*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.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Fulford Elementary School's Voluntary Pre-Kindergarten program (VPK) consists of a teacher and paraprofessional. These individuals are responsible for implementing strategies for an easy transition into Kindergarten. The students in VPK are registered for a full day of instruction from 8:20 a.m. until 1:50 p.m. During this time, students are engaged in whole group instruction and every 15 to 20 minutes the students are in skilled groups focusing on specific benchmarks and fine or gross motor skills. The students are required to utilize technology in the classroom and engage in the Pre-School Riverdeep program daily. The teacher performs every three months a benchmark assessment from the Houghton Mifflin Reading Series which indicates the student's area of strength and opportunities for improvement. These tri-monthly benchmark assessments will determine the child's readiness for the kindergarten curriculum.

*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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 21% (56) achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 9 percentage points to 30% (79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (56)	30% (79)

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 2.0 Reading Test: Grade 3: 50% Reading Application- Identify Author's Purpose in text and how Author's Perspective influences text	Grade 3 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Administration Literacy Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar addressing specific benchmarks utilizing selected graphic organizers. Using Reading Response Journals/Logs during the reading instruction.	Formative: School-site Reading Response Journals/Logs Student work folders Summative: 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test: Grade 4: 62% Literary Analysis	Grade 4 Teach students to identify and interpret elements of story structure within and across texts. 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?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Literacy Leadership Team	Monitor on-going assessments and conduct data chats focusing on story structure, character development, character point of view, and descriptive and figurative language following school-wide and district-wide assessments.	Formative: Edusoft Comparison Reports of School-site and Interim Assessment results Summative: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test: Grade 5: 57% Informational Text/57% Reading Application	Student will be given opportunities to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles,	Literacy Leadership Team	Ongoing classroom assessments focusing on students' ability to make connections within and across text.	Formative: Monthly Assessments Summative: 2013 FCAT 2.0 Reading

3		headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Teacher will help facilitate students to recognize the characteristics of reliable and valid information, if valid information is correct or sound, and reliable information is dependable. Use supporting facts within and across texts. A variety of grade-level appropriate text will be provided in order to allow students to make inferences and draw conclusions, identify author's purpose for writing, identify casual relationships, identify text structures, and identify topics and themes within and across texts.			Assessment
4	The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Reading Test: Grade 3: 56% Reading Application /Informational Texts	Grade 3 Utilize real-world documents such as how-to articles, brochures, fliers and websites that use text structure to determine the organizational pattern of the author using graphicorganizers such as two column notes, main idea table, and summary. Utilize informational text features to locate, to interpret, and organize information based on charts, graphs, illustrations, and timeline list.	RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar addressing specific benchmarks utilizing selected graphic organizers. Review the data with students following the District Interim Assessments; Review SuccessMaker, STAR, FAIR(PMRN) data to monitor and modifyinstruction.	Formative: Edusoft Comparison Reports of Interim Assessment results Summative: 2012 FCAT 2.0 Reading Assessment
5	The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Reading Test: Grade 4: 55% Literary Analysis /57% Vocabulary	Grade 4 Duringpre-reading activities students will be instructed in the use of concept maps to help build their general knowledge of word meanings, relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.	RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar addressing specific benchmarks utilizing selected graphic organizers. Review the data with students following the District Interim Assessments; Review SuccessMaker, STAR, FAIR(PMRN) data to monitor and modify instruction.	Formative: Edusoft Comparison Reports of Interim Assessment results Summative: 2012 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Reading Test: Grade 5: 62%	Grade 5 Student will be given opportunities to use how-to articles, brochures, fliers and	RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus	Formative: Edusoft Comparison Reports of Interim Assessment

6	informational Text	other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Teacher will help facilitate students to recognize the characteristics of reliable and valid information,ifvalid information is correct or sound, and reliable information is dependable. Use supporting facts within and across texts.		Calendar addressing specific benchmarks utilizing selected graphic organizers. Review the data with students following the District Interim Assessments; Review SuccessMaker, STAR, FAIR(PMRN) data to monitor and modify instruction.	results Summative: 2012 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 18% (48) achieved proficiency (Levels 4 and 5) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 4 percentage points to 22% (58).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (48)	22% (58)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In grade 3, students require exposure to enrichment activities with higher order thinking skills in vocabulary.	Grade 3 Students will be provided with enrichment activities to promote reading	Literacy Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus	Formative: Edusoft Comparison Reports of assessment results

| | | motivation, vocabulary development, and higher-order thinking through the use of classroom novels and Time for Kids. | | Calendar addressing specific benchmarks utilizing selected graphic organizers. Use of EduSoft to provide ongoing classroom assessments focusing on students' ability to read advanced text. Review the data with students following the District Interim Assessments. | Student work folders

Summative: 2013 FCAT 2.0 Reading Assessment |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | In grades 4 and 5, students require exposure to enrichment activities with higher order thinking skills in reading application. | Grade 4 & 5 Students will be provided additional opportunities to practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Utilization of instructional strategies will include: graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting). | Literacy Leadership Team | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading.	Based on the 2012 FCAT Reading Assessment data, 69% (104) of students in grades three through five made learning gains.

Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 74% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (104)	74% (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	As noted on the 2012 administration of the FCAT 2.0 Reading test, the percent of students making learning gains increased by 19 percentage points as compared to the 2011administration of the FCAT Reading Test. The interventions need to include research-based materials for teacher-led small group intensive instruction.	Individualize instruction as much as possible through differentiated groups and the use of Computer Assisted Programs (CAP), such as SuccessMaker, and Reading Plus technology programs to assist students with Reading Application.	Literacy Leadership Team MTSS/RtI Leadership Team	Reading teachers will monitor the differentiated instruction groups and review monthly CAP reports to ensure student progress.	Formative: CAP Reports Edusoft Comparison Reports of Interim Assessment results Summative: 2013 FCAT 2.0 Reading Assessment

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 75% (29) of students in grades three through five of the lowest 25% making learning gains made gains. Our goal for the 2012-2013 school year is to increase the lowest 25% making learning gains by 5 percentage points to 80% (31).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	75% (29)	80% (31)

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	These students are in need of remediation and intervention. Students need to receive targeted instruction based on their needs.	Implement intervention groups using Florida Ready and Voyager Passport to monitor student progress in Reading Application.	MTSS/RtI Leadership Team	The Reading Coach will monitor intervention groups and review Florida Ready and Voyager assessment data to ensure student progress after every 5th and 10th lesson.	Formative: Voyager Passport Assessments Florida Ready Pre and Post Assessments Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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:	Reading Goal #5B: The results of the 2011-2012 FCAT Reading Assessment indicate that 38% (80) of the students in the Black subgroup achieved proficiency. Our goal is to increase proficiency by 12 percentage points to 50% (105) of students in the Black subgroup achieving proficiency. The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 54% (24) of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase proficiency by 8 percentage points to 62% (27) of students in the Hispanic subgroup achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 38% (80) Hispanic: 54% (24) Asian: N/A American Indian: N/A	White: N/A Black: 50% (105) Hispanic: 62% (27) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	White: N/A Black: 38% (80) Hispanic: 54% (24) Asian: N/A American Indian: N/A	Utilize data to identify FCAT Level 1 and 2 students, place students in appropriate interventions and monitor	MTSS/RtI Leadership Team, Literacy Leadership Team	Interventionists and teachers will analyze student performance outlined by the intervention checkpoints	Formative: Intervention Checkpoints Success Maker Reports

1	As noted on the 2012 FCAT 2.0 Reading Assessment, the Black subgroup did not make annual measurable progress when compared to the 2011 FCAT Reading administration. Limited opportunities for communication between classroom teacher and interventionist to monitor student academic programs. As noted on the 2012 FCAT 2.0 Reading Assessment, the Hispanic subgroup did not make annual measurable progress when compared to the 2011 FCAT Reading administration. Limited opportunities for communication between classroom teacher and interventionist to monitor student academic programs.	progress through monthly collaboration between teacher and interventionist. Implement the use of SuccessMaker to enhance the instruction of student subgroups that did not make annual measurable progress.		and SuccessMaker reports biweekly to ensure students are making progress. Modifications to the intervention program and SuccessMaker will be implemented on an "as-needs" basis.	District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 41% (103) of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase proficiency by 12 percentage points to 53% (133) of students in the Economically Disadvantaged subgroup achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (103)	53% (133)

	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 2012 FCAT Reading Assessment, the Economically Disadvantaged subgroup did not make annual measurable progress (AMO) The students in this subgroup need more instruction in Text Structures/ Organizational Patterns.	Utilizing data to identify FCAT Level 1 and 2 students, place students in appropriate interventions within the first two weeks, and monitor progress biweekly. Provide adequate professional development to support MTSS/RtI implementation, data collection and interpretation, knowledge of core content standards/programs, and research-based intervention strategies. Implement the use of SuccessMaker to enhance the instruction of Economically Disadvantaged students not making satisfactory progress. Implementation of graphic organizers outlined in the Five Text Structure Chart and anchoring conclusions back to the text will be facilitated.	MTSS/RtI Leadership Team, Literacy Leadership Team	Reading teachers will analyze SuccessMaker reports biweekly to ensure students are making progress and will modify instruction to meet students' individual needs.	Formative: Success Maker Reports District Interim Assessments Summative: 2013 FCAT 2.0 Reading 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
MTSS/RtI	K-5	MTSS/RtI Leadership Team	School-Wide	August 20, 2012-June 6, 2013	RtI Tier Intervention Programs	Administration, Reading Coach, School Counselor
PMRN (Interpretation of FAIR data and available lessons)	K-5	Classroom Reading Teachers	K-5 (Classroom reading Teachers)	October 24, 2012	Grade-Level Meetings, Data Chats after FAIR Assessment	Administration
Reporting Categories/Common Core State Standards (CCSS)	3-5	Region/District Personnel	Classroom Reading Teachers	September 6, 2012-April 26, 2013	Data chats with Reading Teachers	Administration
Refresher Voyager Passport	K-5	Reading Coach	K-5 Classrooms Teachers	September 6, 2012	Results of Interim and Monthly Assessments	MTSS/RtI Leadership Team
Refresher Reading Plus and SuccessMaker	K-5	Region/District Personnel	K-5 Reading Teachers for SuccessMaker 3-5 Reading Teachers for Reading Plus	September 26, 2012	Reading Plus Reports and SuccessMaker Reports	MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize data to identify FCAT Level 1 and 2 students, place students in appropriate interventions and monitor progress.	Florida Ready	Title I	$1,330.78
			Subtotal: $1,330.78
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,330.78

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 27% (48) of students in grades Kindergarten through five have met proficiency in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

27% (48)

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 need to acquire the common background and experiences other peers have in order to establish a communication path between the speaker and listener.	Teacher-led groups will be utilized in order to address Listening/Speaking. The Teacher-led groups will include whole-class, small group, and individual instruction introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.	Principal, Assistant Principal, ESOL Chair	Daily classroom visitations by administration to ensure implementation of the Teacher-led groups. Following each school and district wide assessments, the ESOL teacher will analyze the data to collaborate with the general education teacher and differentiate instruction.	Formative: School-wide Assessments District Interim Assessments 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:	Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 27% (48) of students in grades Kindergarten through five have met proficiency in Reading.

2012 Current Percent of Students Proficient in reading:

27% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need exposure to the vocabulary needed in order to read and fully comprehend text read.	Use a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom in order to support the teaching of important general principles about words and how they work, foster reading and writing, provide reference support for students during their	Principal, Assistant Principal, Teacher	Daily classroom visitations by administration to ensure implementation of interactive word walls. Following each FAIR and district wide assessments, the ESOL teachers will utilize the data to collaborate with the general education teacher and modify instruction.	Formative: FAIR Assessment District Interims Assessment Summative: 2013 CELLA Assessment

		reading and writing, promote independence on the part of young students as they work with words in writing and reading, provide a visual map to help students remember connections between words and the characteristics that will help them form categories, develop a growing core of words that become part of a reading and writing vocabulary.			
1					

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 19% (34) of students in grades Kindergarten through five have met proficiency in Writing.

2012 Current Percent of Students Proficient in writing:
19% (34)

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 need background knowledge and understanding of conventions of the written English language.	Instruction on process writing: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing will be implemented with the ELL Learners.	Principal, Assistant Principal, Teacher	Daily classroom visitations by administration to ensure implementation of process writing. Writing teachers will utilize the writing rubric to score students' writing and modify instruction.	Formative: District Writing Assessments Summative: 2013 CELLA Assessment FCAT Writing Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
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 2012 FCAT 2.0 Mathematics Assessment indicate that 32% (85) achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 6 percentage points to 38% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (85)	38% (100)

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 2.0 Reading Test: Grade 3: 50% Reading Application- Identify Author's Purpose in text and how Author's Perspective influences text	Grade 3 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.	Administration Literacy Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar addressing specific benchmarks utilizing selected graphic organizers. Using Reading Response Journals/Logs during the reading instruction.	Formative: School-site Reading Response Journals/Logs Student work folders Summative: 2013 FCAT 2.0 Reading Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test: Grade 4: 62% Literary Analysis	Grade 4 Teach students to identify and interpret elements of story structure within and across texts. 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?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	Literacy Leadership Team	Monitor on-going assessments and conduct data chats focusing on story structure, character development, character point of view, and descriptive and figurative language following school-wide and district-wide assessments.	Formative: Edusoft Comparison Reports of School-site and Interim Assessment results Summative: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test: Grade 5: 57% Informational Text/57% Reading Application	Student will be given opportunities to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. Teacher will help	Literacy Leadership Team	Ongoing classroom assessments focusing on students' ability to make connections within and across text.	Formative: Monthly Assessments Summative: 2013 FCAT 2.0 Reading Assessment

| | | facilitate students to recognize the characteristics of reliable and valid information, if valid information is correct or sound, and reliable information is dependable. Use supporting facts within and across texts.

A variety of grade-level appropriate text will be provided in order to allow students to make inferences and draw conclusions, identify author's purpose for writing, identify casual relationships, identify text structures, and identify topics and themes within and across texts. | | | |
|---|---|---|---|---|---|
| 3 | | | | | |

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

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

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

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

Mathematics Goal #2a: | The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 15% (39) of students in grades three through five have met state required standards at Level 4 and Level 5.

Given instruction using the Sunshine State Standards, students in grades three through five meeting Level 4 and Level 5 standards will increase their mathematical skills by 2 percentage points to 17% (45). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 15% (39) | 17% (45) |

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Supplemental enrichment activities are needed to enhance mathematical concepts and skills in Geometry and Measurement.	Implementation of the Go-Math Series higher-order enrichment activities and Gizmo extension activities will be used to enhance Depth of Knowledge. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.	MTSS/RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar. Review the data with students following the District Interim Assessments. Review Gizmo results to monitor and modify instruction as needed.	Formative: Edusoft Comparison Reports of District Interim Assessments Gizmo Reports Go-Math Weekly and Monthly Assessment Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year Assessment

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

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

<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
<div align="center" colspan="5">No Data Submitted</div>				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 56% (85) of students made learning gains. Our goal for the 2011-2012 school year is to increase students achieving learning gains by 10 percentage points to 66% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (85)	66% (100)

<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

The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test: Students need to be engaged in real-world activities engaging in data analysis through the use of manipulatives to solve real-world problems.	Grade level appropriate utilization of Test Item Specification Problem of the Day will be implemented daily. Implement the Next Generation Sunshine State Standards (NGSSS) with fidelity. Use the District Pacing Guide, and engage students in activities such as manipulatives. Utilize technology, such as Gizmos and SuccessMaker. Use literature in mathematics to provide the necessary meaning for children to successfully grasp data analysis concepts and allow students to make connections with real world situations.	MTSS/RtI Leadership Team	Daily classroom visitations by administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review Gizmo and SuccessMaker reports to monitor and modify instruction as needed.	Formative: Edusoft Comparison Reports of District Interim Assessments Gizmo Reports SuccessMaker Reports Go-Math Weekly and Monthly Assessment Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 68% (27) of students in grades three through five of the lowest 25% making learning gains made gains. Our goal for the 2012-2013 school year is to increase the lowest 25% making learning gains by 5 percentage points to 73% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (27)	73% (29)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and support in geometric knowledge and spatial reasoning and their relationship to measurement.	Grade level appropriate utilization of Test Item Specification Problem of the Day will be implemented daily. Implement intervention/tutorial programs using Florida Ready and supplemental research-based resources aligned to the Next Generation Florida Math Standards. Monitor Success Maker reports bi-weekly to ensure students are making progress. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	MTSS/RtI Leadership Team	Daily classroom visitations by administration to ensure implementation of the Instructional Focus Calendar. Review Florida Ready data with students, teachers, and administration following the District Interim Assessments and SuccessMaker reports to monitor and modify instruction as needed.	Formative: Edusoft Comparison Reports of District Interim Assessments SuccessMaker Reports Go-Math Weekly and Monthly Assessment

Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year Assessment |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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 2012 FCAT 2.0 Mathematics Assessment indicates that 48% (101) of the students in the Black subgroup did not achieve proficiency.

Our goal is to increase proficiency by 8 percentage points to 56% (118) of students in the Black subgroup achieving proficiency. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: N/A
Black: 48% (101)
Hispanic: 59% (26)
Asian: N/A
American Indian: N/A | White: N/A
Black: 56% (118)
Hispanic: 62% (27)
Asian: N/A
American Indian: N/A |

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: 48% (101) Hispanic: 59% (26) Asian: N/A American Indian: N/A Students in the Black subgroup require additional practice and support in Number and Operations.	Utilizing data to identify targeted students, place students in appropriate interventions within the first two weeks, and monitor progress biweekly. Implement the use of SuccessMaker reports and Math Journals to supplement instruction of subgroups that did not make annual measurable progress. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.	MTSS/RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review Math Journals, and SuccessMaker reports to monitor and modify instruction as needed.	Formative: Edusoft Comparison Reports of District Interim Assessments SuccessMaker Reports Go-Math Weekly and Monthly Assessment Florida Ready Pre and Post Assessments Math Journals Review Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 51% (128) of the students in the Economically Disadvantaged subgroup did not achieve proficiency. Our goal is to increase proficiency by 7 percentage points to 58% (146) of students in the Economically Disadvantaged subgroup achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (128)	58% (146)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the Economically Disadvantaged subgroup require additional practice and support in Number and Operations.	Utilizing data to identify targeted students, place students in appropriate interventions within the first two weeks, and monitor progress biweekly. Implement the use of SuccessMaker reports and Math Journals to supplement instruction of subgroups that did not make annual measurable progress. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations.	MTSS/RtI Leadership Team	Ongoing classroom visitations by administration to ensure implementation of the Instructional Focus Calendar. Review the data with students, teachers, and administration following the District Interim Assessments, Review Math Journals, and SuccessMaker reports to monitor and modify instruction as needed.	Formative: Edusoft Comparison Reports of District Interim Assessments SuccessMaker Reports Go-Math Weekly and Monthly Assessment Florida Ready Pre and Post Assessments Math Journals Review Summative: 2013 FCAT 2.0 Mathematics Assessment Go-Math End of Year Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Refresher Gizmo	3-5	Mathematics Liaison	Math Department Teachers	September 5, 2012	Results of Interim and Monthly Assessments	Administration

Refresher SuccessMaker	K- 5	Mathematics Liaison	Math Department Teachers	September 26, 2012	Results of Interim and Monthly Assessments	Administration
Next Generation Sunshine State Standards (NGSSS)	K-5	Mathematics Liaison	Math Department Teachers	September 26, 2012	Results of Interim and Monthly Assessments	Administration
Go-Math! (Think Central)	K-5	Mathematics Liaison	Math Department Teachers	September 26, 2012	Results of Interim and Monthly Assessments	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing data to identify those students in need of an appropriate intervention within the first two weeks of school, and monitor progress biweekly	Florida Ready	Title I	$1,330.78
			Subtotal: $1,330.78
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,330.78

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicate that 30% (26) achieved proficiency (FCAT Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 35% (30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (26)	35% (30)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth and Space Science. Students need additional support to understand the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	Students will be provided with opportunities to utilize researched-based supplemental materials for content knowledge and vocabulary as it relates to Earth and Space in connection with real-life implications in addition to teacher supported instruction. The web-based GIZMOS science program Essential Labs A and B activities will be utilized as well as the science lab for weekly scientific investigations. Students will make real-world connections through the use of Science Bootcamp. Administration walkthroughs to monitor implementation of Science camp once a semester utilizing teacher strengths in specific Science components. Utilization of Item Test Specification to drive instruction.	MTSS/RtI Leadership Team, Science Liaison	Science teachers will review data following GIZMOS mini-assessments, Science Bootcamp lessons, and the District Interim Assessments and will modify instruction as needed.	Formative: GIZMOS Mini-Assessments Edusoft Comparison Reports of Interim Assessments Science Bootcamp Summative: 2013 FCAT Science Assessment

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

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
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:

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the 2012 FCAT 2.0 Science assessment indicate that 5% (4) of 5th grade students achieved above proficiency (FCAT Levels 4 and 5). The goal for the 2012-2013 FCAT 2.0 Science assessment is to increase 5th grade students achieving above proficiency (FCAT Levels 4 and 5) by 2 percentage points to 7% (6).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	5% (4)	7% (6)

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 indicated by the 2012 FCAT Science Assessment is Physical Science. Students need exposure to instructional strategies that increased rigor through inquiry-based learning.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Utilize FCAT Explorer in order to provide students with interactive simulations in science for teachers and students to utilize as a supplemental curriculum material that supports state standards.	MTSS/RtI Leadership Team	The science teachers will review the data for students following the District Interim Assessments and FCAT Explorer to modify instruction.	Formative: Edusoft Comparison Reports of Interim Assessments FCAT Explorer Reports Lab Reports Summative: 2013 FCAT Science Assessment

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

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	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

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
Gizmos	3-5	Science Liaison	Science Department Teachers	September 12, 2012	Interim Assessments	Administrators
Science Camp	5	Science Liaison	Grade 5 Science Teacher	October 29, 2012; March 21, 2013	Teacher-Created Assessment	Administrators
Science Next Generation Standards	5	Region/District Personnel	Grade 5 Science Teacher	September 26, 2012	Interim Assessments	Administrators
Science Bootcamp	5	Science Liaison	Grade 5 Science Teacher	September 28, 2012	Interim Assessments	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will make real-world connections through the use of Science Bootcamp.	Science Bootcamp	Title I	$1,800.00
			Subtotal: $1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,800.00

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:

The results of the 2012 Writing FCAT 2.0 Assessment

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	indicate that 73% (58) of students in fourth grade achieved a score of 3.0 or above. Our goal for the 2013 FCAT 2.0 Writing assessment is to increase 4th grade students achieving above proficiency by increasing 2 percentage points to 75% (60).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	73% (58)	75% (60)

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 FCAT Writing Assessment was conventions and supporting details. Capitalization of proper nouns at the beginning of sentences. Proper sentence structure (predicate/subject). Punctuation marks at the end of sentences. Elaborate ideas through the use of attributes. Include vivid descriptions and sizzling vocabulary.	During writing instruction, anchor papers, exemplar student writing, and mentor text will be utilized to model logical sequence beginning, middle, and end of an essay and the use of conventions and supporting details. Grade four students will take the FOLIO Writing Assessment two times a year. Detailed reports, provided by FOLIO Writing, will be utilized for student-teacher conferencing, small-grouping, and differentiated instruction in areas of need. Students will be able to assist teachers as peer editors. Students will use print rich mentor texts to develop their writing.	MTSS/RtI Leadership Team, Literacy Team.	Review the data with students following the FOLIO, Districts Pre, Post, and Writing Assessments. Implementation of writing camp one time each grading period utilizing teacher strengths in specific writing components. Implementations of monthly FCAT mock writing assessments.	Formative: FOLIO Writing Assessments/District Pre/Post Tests Monthly FCAT Mock Assessments Summative: 2013 FCAT Writing Monthly Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing 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
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
FCAT Writing	4th Grade	The Writing Process	Administrators & Fourth Grade Teachers	August 16, 2012	Quarterly Writing Prompts	Administration & Fourth Grade Teachers
FCAT Writing: Use of Graphic Organizers	4th Grade	The Writing Block; Conferencing with Students	Fourth Grade Teachers	September 4, 2012	Quarterly Writing Prompts	Administration & Fourth Grade Teachers
Instructional Strategies and Techniques Writing Process	4th Grade	Region/District Personnel	Fourth Grade Teachers	September 17, 2012	Monthly Writing Tests	Administration & Fourth Grade Teachers
FCAT Writing	4th Grade	Region/District Personnel	Fourth Grade Teachers	October 2 and 3, 2012	District Pre-Test/Post-Test	Administration & Fourth Grade Teachers
FOLIO Writing	4th Grade	Fourth Grade Teachers	Administration & Fourth Grade Teachers	November 2012; January 2013	FOLIO Writing	Administration & Fourth Grade Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
During writing instruction, anchor papers, exemplar student writing, and mentor text will be utilized to model logical sequence beginning, middle, and end of an essay and the use of conventions and supporting details. Grade four students will take the FOLIO Writing Assessment four times a year. Detailed reports, provided by FOLIO Writing, will be utilized for student-teacher conferencing, small-grouping, and differentiated instruction in areas of need and at the beginning of sentences. Proper sentence structure (predicate/subject). Punctuation marks at the end of sentences. Elaborate ideas through the use of attributes. Include vivid descriptions and sizzling vocabulary.	FOLIO Writing Assessment is a tool that is utilized to measure the elements of writing for students.	Title I	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

				Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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 from 96.87% (533) to 97.37% (536) by decreasing the number of students with excessive absences (10 or more) from 102 to 97 and excessive tardiness (10 or more) from 118 to 112.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.87% (533)	97.37% (536)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
102	97
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
118	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	102 students accrued 10 or more absences during the 2011-2012 school year. Parents need a greater understanding of the District's attendance policy.	Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee (ARC) and review the District's attendance policy. Students with perfect attendance will be recognized via the Public Address System (PA) after each grading period.	Assistant Principal, Counselor, ARC	The ARC committee will review Attendance Reports with Absences and Suspensions on a monthly basis and will provide updates to the faculty during grade level meetings.	Formative: Attendance Review Committee (ARC) records Summative: Attendance Reports
2	118 students accrued 10 or more tardies during the 2011-2012 school year. Parents need a greater	Identify and refer students who may be developing a pattern of excessive tardies to the Attendance Review Committee (ARC) and	Assistant Principal, Counselor, ARC	The ARC committee will meet monthly, using data to monitor student tardies and provide intervention when necessary.	Formative: Attendance Review Committee (ARC) records

				Summative: Attendance Reports
understanding of the District's attendance policy.	review the District's attendance policy.			

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
Truancy Prevention / Incentive program	K-5	Administration	K-5th grade teachers	Opening of School Meeting	Attendance Reports	Administration Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of in-school and out of school suspensions from 26 to 24.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

1		1

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
25	23

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15	14

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	Consistent schedule is needed for the school counselor to provide anti-bullying intervention program to classrooms. Reduction of Intervention programs provided by District and local agencies such as GREAT and DARE.	The Anti-Bullying Curriculum will be implemented by the counselor and teacher to promote positive character traits and ethical choices. The school's counselor will contact parents of students who receive an increased number of referrals. Parents will be provided with training on building an understanding of the Student Code of Conduct. The safety committee will develop a alternative to suspension plan.	Principal, Assistant Principal, School Counselor, ARC	The ARC committee will monitor the COGNOS report on student outdoor suspension rate and parent contact log for evidence of communication with parents of students who have been placed on outdoor suspension on a monthly basis and will provide interventions as necessary.	Parent communication log. Parent-sign-in log. District generated suspension reports.
2	Students need additional support in order to understand alternative methods to resolve conflict.	Provide incentives for compliance through the use of Elementary – SPOT Success Recognition programs.	Principal, Assistant Principal, School Counselor, ARC	The ARC committee will monitor SPOT Success report by grade level and student case management report on a monthly basis and will provide interventions as necessary.	SPOT Success 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	K-5	Behavior Management Teacher	All Staff Members	August 16, 2012	Classroom walkthroughs, Posted Behavior Chart, Daily Student Behavior Chart	Administration Teachers
Anti-Bullying	K-5	Safety/Discipline Committee	All Staff Members	October 17, 2012	Reduction in student referrals	Administration Counselor Teachers
School Wide Discipline Committee Meetings	K-5	Administration	Select Staff Members	September 12, 2012	Classroom walkthroughs, Posted 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
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A-Title 1 school see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	N/A-Title 1 school see PIP		N/A-Title 1 school see PIP		

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-Title 1 school see PIP	N/A-Title 1 school see PIP	N/A-Title 1 school see PIP	N/A-Title 1 school see PIP	N/A-Title 1 school see PIP

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:	The results of the 2012 FCAT 2.0 Science and Mathematics assessment indicate that 51% of students in grades 3-5 achieved proficiency in Mathematics and 38% of the 5th graders achieved proficiency in science. Our goal for the 2013 FCAT 2.0 Science and Mathematics assessment is to increase 3rd through 5th grade students achieving a level 3 from 32% (85) to 38% (100) and levels 4-5 from 15% (39) to 17% (45) in Mathematics and increase 3rd through 5th grade students achieving a level 3 from 30% (26) to 35% (30) and levels 4-5 from 5% (4) to 7% (6) in Science.

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 need exposure to enrichment activities targeting the correlation between Science and Mathematics.	Utilize differentiated instruction strategies at all levels of instruction in the TEAM classes. During delivery of content, use multiple media (oral, graphics, written, technology) to reach a wide range of learning styles. Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through alternative assessments. A Math and Science Night will be offered to parents and students in order to assist students with making the connections between both subjects to real-world situations.	Principal, Assistant Principal	Ongoing Classroom walkthroughs by administrators targeting students' individual learning styles in Science and Mathematics.	Formative: GIZMOS Mini-Assessments Edusoft Comparison Reports of Interim Assessments Lab Reports Summative: 2013 FCAT Science and Mathematics 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
FAIR Game Principle in FCAT 2.0	3-5	Science Liaison	Science Department Teachers	October 24, 2012	Interim Assessments	Administration
Gizmos	3-5	Science Liaison	Science Department Teachers	September 5, 2012	Interim Assessments	Administrators
Refresher SuccessMaker	K- 5	Mathematics Liaison	Math Department Teachers	September 26, 2012	Interim and Monthly Assessments	Administration

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize data to identify FCAT Level 1 and 2 students, place students in appropriate interventions and monitor progress.	Florida Ready	Title I	$1,330.78
Mathematics	Utilizing data to identify those students in need of an appropriate intervention within the first two weeks of school, and monitor progress biweekly	Florida Ready	Title I	$1,330.78
Science	Students will make real-world connections through the use of Science Bootcamp.	Science Bootcamp	Title I	$1,800.00
Writing	During writing instruction, anchor papers, exemplar student writing, and mentor text will be utilized to model logical sequence beginning, middle, and end of an essay and the use of conventions and supporting details. Grade four students will take the FOLIO Writing Assessment four times a year. Detailed reports, provided by FOLIO Writing, will be utilized for student-teacher conferencing, small-grouping, and differentiated instruction in areas of need and at the beginning of sentences. Proper sentence structure (predicate/subject). Punctuation marks at the end of sentences. Elaborate ideas through the use of attributes. Include vivid descriptions and sizzling vocabulary.	FOLIO Writing Assessment is a tool that is utilized to measure the elements of writing for students.	Title I	$2,000.00
				Subtotal: $6,461.56

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

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

View uploaded file (Uploaded on 10/9/2012)

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
Purchase research-based materials to support and enhance instruction in Reading.	$1,600.00

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

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The funds will be used to support and enhance instruction for research-based materials in Reading, Mathematics, Writing, and Science and purchase student incentives to promote attendance, academic excellence and positive behavior.

The implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders. The EESAC will review the strategies and action steps that have been taken both mid-year and end-of-year. The EESAC will review at the end of the year which strategies implemented were effective and identify which areas may need adjustments in order to increase effectiveness.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
FULFORD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	71%	70%	29%	228	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	50%	59%			109	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?	41% (NO)	61% (YES)			102	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					439	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
FULFORD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	75%	91%	32%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	64%			133	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	69% (YES)			138	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					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested