

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HENRY E.S. REEVES ELEMENTARY SCHOOL

District Name: Dade

Principal: Julian E. Gibbs

SAC Chair: Barbara Rhodes

Superintendent: Alberto Carvalho

Date of School Board Approval: pending

Last Modified on: 10/12/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Julian E. Gibbs	M.S. in Educational Leadership B.S. in Elementary Education	8	13	School Year '12'11'10 '09 '08 School Grade B A C A A School AMO/AYP N N N Y High Standards Rdg.42 58 58 54 53 High Standards Math 55 73 70 64 61 Lrng Gains-Rdg 73 65 57 68 63 Lrng Gains-Math 71 71 57 70 73 Gains-Rdg-25% 74 54 71 78 69 Gains-Math-25% 75 63 63 69 58
Assis Principal	Tania Jones	Specialist in Educational Leadership M.S. in Reading B.S. in Early Childhood	2	6	School Year '12'11'10 '09 '08 School Grade B A A A A School AMO/AYP N N Y Y High Standards Rdg.42 58 84 85 84 High Standards Math 55 73 82 81 80 Lrng Gains-Rdg 73 65 73 79 73 Lrng Gains-Math 71 71 70 77 67 Gains-Rdg-25% 74 54 71 78 69 Gains-Math-25% 75 63 63 69 58

### 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)
Reading	Lorena Belloso	Professional Educator's Certificate: Primary Education Elementary Education ESOL K-12: Reading K-12	14	9	School Year '12'11'10 '09 '08 School Grade B A C A A School AMO/AYP N N N Y High Standards Rdg. 42 58 58 54 53 High Standards Math 55 73 70 64 61 Lrng Gains-Rdg 73 65 57 68 63 Lrng Gains-Math 71 71 57 70 73 Gains-Rdg-25% 74 54 37 68 75 Gains-Math-25% 75 63 52 70 74

### 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. Mentoring program for beginning teachers.	Principal Assistant Principal	September - Ongoing	
2	2. Implement proven techniques for improving teacher morale which will retain highly qualified teachers.	Assistant Principal	September - Ongoing	
3	3. Communicate with local universities to increase the number of internships at Henry E.S. Reeves Elementary consequently increasing the highly qualified candidates for employment.	Principal, Assistant Principal, Counselor	September - Ongoing	
4	4. Recognize and reward outstanding teacher performance throughout the school year.	Principal Assistant Principal	September - Ongoing	

### 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
0.0%(0) - Non Highly Effective Instructors 4 - Out of Field	Staff members are preparing to take additional coursework and test to satisfy certification requirements.

### 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
51	17.6%(9)	49.0%(25)	92.2%(47)	33.3%(17)	88.2%(45)	196.1% (100)	21.6%(11)	0.0%(0)	96.1%(49)

### 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
Alexis Parker Alexis Parker Nancy Rubin Nancy Rubin Nancy Rubin	Aaron Taylor Prisca Willis Patricia Williams-Hall Rashida John-Lewis Kativa Robinson	Highly Qualified and MINT Trained Highly Qualified and MINT Trained Highly Qualified and MINT Trained Highly Qualified and MINT Trained Highly Qualified and MINT Trained Highly Qualified and MINT Trained	Data Coaching and Collaborative Planning Data Coaching and Collaborative Planning Data Coaching and Collaborative Planning Data Coaching and Collaborative Planning Data Coaching and Collaborative Planning Data Coaching and Collaborative Planning

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the District 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, and 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-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- 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 (K-12, RFP Process)

#### 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.

Each school will identify 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)

Henry E. S. Reeves Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The Safe and Drug-Free schools program addresses violence and drug prevention and intervention services for students at Henry E. S. Reeves Elementary through curriculum implemented by classroom teachers, elementary counselors and TRUST specialists.

#### Nutrition Programs

- 1) Henry E. S. Reeves Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute is taught through physical education.
- 3) 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

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education

N/A

#### Career and Technical Education

By promoting Career Pathways and Program of Study student at Henry E.S. Reeves Elementary will become academy program completers and have a better understanding and appreciation of the secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school which provides more opportunities for students to complete 2 and 4 year postsecondary degrees. Henry E.S. Reeves Elementary students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

N/A

#### Other

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI 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 we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches 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
- Community stakeholders

3. 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 school goals and student growth as measured by benchmark and progress monitoring data. The 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 the school's Leadership Team to address how we can utilize the RTI process to enhance data collection, data analysis, problem-solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem-solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving.

#### 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.

1. Data will be used 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

2. 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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures and
3. Providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The building principal is critical to the implementation of any process introduced at the school level. The general leadership skills of building principals have been identified through school based research over many years. These general leadership skills include: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of school and community based stakeholders, and a focus on celebrating positive outcomes. The implementation of a MTSS system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.

Building Principal Leadership skills specific to the implementation and support of MTSS include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
5. Facilitates the development of instructional schedules based upon student needs
6. Ensures that instructional/intervention support is provided to all staff.
7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.
9. Creates frequent opportunities to celebrate and communicate success.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

- Julian E. Gibbs, Principal
- Tania Jones, Assistant Principal
- Lorena Belloso, Instructional Coach

- Nina Cambridge, SPED Chair
- Rose Mont-Ros, ESOL Chair
- Makiba Burkes, Kindergarten Chair
- Alice Morning, First Grade Chair
- Carlene Lopez, Second Grade Chair
- Keishuanda Doe-Blanding, Third Grade Chair
- Selines Martinez, Fourth Grade Chair
- Nancy Rubin, Fifth Grade Chair

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

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem-solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/11/2012)

## \*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.

Henry E. S. Reeves Elementary does not have a Voluntary Pre-Kindergarten (VPK) program. However, the school utilizes the Florida Kindergarten Readiness Screener (FLKRS). Early Literacy Screener readiness is administered to Pre-K Students as pre, mid-year and post test. The low performing students are targeted early for further assessment. Once areas in need are identified, parents are provided with packets of suggested activities, strategies and are offered workshops to train parents to effectively assist their child's development at home.

Henry E. S. Reeves Elementary uses the Early Literacy Screener and FAIR data to determine the range of learning experiences in print/letter knowledge, phonics and phonemic awareness skills which are assessed three times a year. Data is shared with the parents and is used to differentiate instruction and determine need for interventions. Core academic and Behavioral instruction is based on data and includes social skills instruction. Social and Emotional development skills are observed and documented utilizing antidotal records and teacher observation. With the rigorous standards, the aim is that by the time students leave kindergarten, students have been exposed to a variety of meaningful learning experiences to be proficient readers.

## \*Grades 6-12 Only



Sec. 1003.413(b) F.S.

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

N/A

\*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicated that 21% (82) of the students achieved level 3 proficiency. Henry E. S. Reeves' goal for the 2012-2013 school year is to increase level 3 students proficiency by 5% percentage points of non-proficient to 26% (102)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (82)	26% (102)

#### 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	<p>1a.1. The area of deficiency as noted on the results of 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>Students require the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p> <p>1a.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.</p> <p>Students require the ability to recognize connotation words and analyze words in text</p> <p>1a.3. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.</p> <p>Students require the</p>	<p>1a.1. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach skills.</p> <p>1a.2. Provide classroom instruction given meanings of words, phrases and expressions with paying special attention to familiar roots and affixes derived from Greek and Latin. Also determine meanings of unfamiliar complex words. Students will use sentence and word context to determine meaning.</p> <p>1a.3. Provide classroom instruction using grade-level appropriate texts that include identifying author's purpose for writing, including author's purpose, identifying causal relationships imbedded in text and practice in identifying topics and themes within texts.</p>	<p>1a.1. MTSS/Response to Instruction/Intervention Team (RtI) will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)</p> <p>1a.2. MTSS/Response to Instruction/Intervention Team (RtI)</p> <p>1a.3. MTSS/Response to Instruction/Intervention Team (RtI)</p>	<p>1a.1. Ongoing classroom assessments</p> <p>1a.2. Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (Student data binders)</p> <p>1a.3. Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)</p> <p>Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.</p>	<p>1a.1. Formative: Bi-weekly or monthly assessments, FAIR and Successmaker.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p> <p>1a.2. Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR</p> <p>Summative: 2013 FCAT 2.0 Assessment</p> <p>1a.3. Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR</p> <p>Summative:</p>

	ability to identify author's perspective, main idea, conclusions/inferences and text structure (Organization Patterns)				2013 FCAT 2.0 Assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary.  Students require the ability to recognize connotation words and analyze words in text	Provide classroom instruction given meanings of words, phrases and expressions with paying special attention to familiar roots and affixes derived from Greek and Latin. Also determine meanings of unfamiliar complex words. Students will use sentence and word context to determine meaning.	Literacy Leadership Team	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (Student data binders)	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR  Summative: 2012 FCAT Assessment
3	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.  Students require the ability to identify author's perspective, main idea, conclusions/inferences and text structure (Organization Patterns)	Provide classroom instruction using grade-level appropriate texts, including author's purpose, information, telling a story, and identifying causal relationships imbedded in text.	Literacy Leadership Team	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (Student data binders)	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR  Summative: 2012 FCAT Assessment
4	The area of deficiency as noted on the results of 2011 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.  Students require the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	The student should be able to identify the characteristics of reliable and valid information or other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.	Literacy Leadership Team	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary. (Student data binders)	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR  Summative: 2012 FCAT 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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicated that 19% (76) of the students achieved levels 4 and 5 proficiency. Henry E. S. Reeves' goal for the 2012-2013 school year, is to increase levels 4 and 5 student proficiency by 3 percentage point to 22% (86).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (76)	22% (86)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>Students require the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.</p>	<p>To provide enrichment activities on how to use articles, brochures, flyers and other real-world documents to identify text features (i.e., subtitles, headings, charts, graphs, diagrams) and to locate, interpret and organize information. Use nonfiction articles and editorials for instruction</p> <p>Use Project Based Learning in order to move students from guided learning to independent learning.</p>	MTSS/Response to Instruction/Intervention Team (RTI)	<p>Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)</p> <p>Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.</p>	<p>Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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	
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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	Students require the ability to comprehend reading selections and utilize appropriate vocabulary for understanding of variety of text selections.	Provide a variety of comprehension activities at students independent level to minimize frustration.	MTSS/Response to Instruction/Intervention Team (RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)	Formative: Classroom Walk Throughs (CWT)  Summative: 2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2010-2011 FCAT Reading Test indicated that 65% of students made learning gains. Henry E. S. Reeves' goal for the 2011-2012 school year, is to increase student achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65 % (157)	70 % (169)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.  Students require the ability to identify author's perspective, main idea, strongly implied message, conclusions/inferences and text structure (Organization Patterns)	Provide instruction using grade-level appropriate text that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students will be provided practice making inferences and drawing conclusions within and across texts.	MTSS/Response to Instruction/Intervention Team (RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, classroom walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)  Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR  Summative: 2013 FCAT 2.0 Assessment

			Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Provide continuous review/practice when learning reading strategies and concepts.	MTSS/Response to Instruction/Intervention Team (RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)	Formative: Classroom Walk Throughs (CWT)  Summative: 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT Reading Test indicated that 74% (47) of students in the lowest 25% made learning gains. Henry E. S. Reeves' goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 79% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74 % (47)	79 % (51)

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
	The area of deficiency as noted on the 2012	Provide small and whole group and differentiated	MTSS/Response to Instruction/Intervention	Ongoing monitoring of the implementation of	Formative: Classroom Walk

1	<p>administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process.</p> <p>Students require the ability to interpret graphical information from legends, illustrations, diagrams, charts, etc. and determine the validity of information in text.</p>	<p>instruction, identify key words and concepts using FCAT task cards for Reference/Research, identify the relationships between two or more ideas or textual elements found within or across texts, use non-fiction articles and editorials for instruction. Voyager Passport or Success Maker will be implemented for tutoring the identified students</p>	<p>Team (Rtl)</p>	<p>research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)</p> <p>Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.</p>	<p>Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports. FAIR</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
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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%.	<p>Reading Goal #</p> <p>Our goal is to decrease by 50% the students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.</p> <p>5A :</p>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 39% of student black subgroup are not making satisfactory progress. Our goal for the 2012-2013 school year is to increase reading achievement of student black subgroup that are not making satisfactory progress by 10 percentage points to 49%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 39% (125)	Black: 49% (157)

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
<p>As noted on the administration of the 2012 FCAT Reading Test, the Black subgroup are not making satisfactory progress.</p> <p>Targeted intense interventions are</p>	<p>Continue before, after, and in-house tutoring programs with a focus on reading application and informational text/research process. Programs will be monitored on a weekly basis to ensure fidelity.</p>	<p>Multi-Tiered System of Supports Team (MTSS/Rtl)</p>	<p>Administrators will monitor programs on a weekly to ensure they are being implemented with fidelity. Third through fifth grade teachers will review bi-weekly data reports to ensure progress is being</p>	<p>Formative: Bi-weekly or monthly assessments, FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer and</p>

1	necessary to continue to increase learning gains for these students.		made and adjust interventions as needed. Teachers will use the data to determine placement of students into guided reading groups, tutoring and usage of software/web based intervention programs such as SuccessMaker and Reading Plus.	Reading Plus. Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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.	The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of Economically Disadvantage student subgroups are not making satisfactory progress.
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Reading Goal #5E:	Our goal for the 2012-2013 school year is to increase reading achievement of Economically Disadvantage student subgroup that are not making satisfactory progress by 8 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40 % (148)	48 % (177)

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	On the 2012 FCAT 2.0 Reading administration, the ED subgroup has not made satisfactory progress when compared to the 2011 FCAT 2.0 Reading administration.  Targeted intense interventions are necessary to continue to increase learning gains for these students.	Provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week and word wall.  Implement tutorial services during school hours using SuccessMaker program and small group tutoring groups	Multi-Tiered System of Supports Team (MTSS/RtI)	Administrators will monitor programs on a weekly to ensure they are being implemented with fidelity. Third through fifth grade teachers will review bi-weekly data reports to ensure progress is being made and adjust interventions as needed. Teachers will use the data to determine placement of students into guided reading groups, tutoring and usage of software/web based intervention programs such as SuccessMaker and Reading Plus.	Formative: Progress monitoring assessment data reports, SuccessMaker Report.  Summative: Results from the 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
Common Core State Standards	Grades K-5	Instructional Coach and Language Arts Chairperson	School-wide	August 17, 2012	Lesson Plans and classroom visits	Principal, Assistant Principal
Vocabulary Instruction	Grades 3-5	Instructional Coach and Language Arts Chairperson	School-wide	October 26, 2012	Lesson Plans and classroom visits	Principal, Assistant Principal
Four Square Writing	Grades K-5	Instructional Coach and Language Arts Chairperson	School-wide	November 6, 2012	Lesson Plans and classroom visits	Principal, Assistant Principal

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
After-school tutoring	Accelerated Reader – motivational program that encourages independent reading and includes on-line quizzes to measure comprehension and vocabulary.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,000.00</b>

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.		The results of the 2012 CELLA Listening/Speaking portions indicate that 38% of students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 43%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
38%(29)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 CELLA Listening/Speaking administration, ELL students 38% made satisfactory progress when compared to the 2011 CELLA Listening/Speaking administration.  Challenges in this area involve a lack of English language skills.	Provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week. Teachers will use strategies such as Language Experience Approach (LEA), Total Physical Response (TPR), and usage of Illustrations/Diagrams.	Multi-Tiered System of Supports Team (MTSS/RtI)	Monitor monthly progress monitoring assessments and adjust academic goals utilizing teacher feedback on student skill attainment.  Utilize Waterford and Imagine Learning reports to determine student progress in words and phrases.  Using the Florida Continuous Improvement Model of	Formative: Progress monitoring assessment data reports. Waterford, Imagine Learning, Cumulative Gains Report  Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

				Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading portion indicate that 26% of students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 31%.
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2012 Current Percent of Students Proficient in reading:

26% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 CELLA Reading administration, ELL students 26% made satisfactory progress when compared to the 2011 CELLA Reading administration.  Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.	Provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week. Teachers will use strategies such as Question-Answer Relationship (QAR), use task cards and differentiated instruction (DI).	Multi-Tiered System of Supports Team (MTSS/RtI)	Monitor monthly progress monitoring assessments and adjust academic goals utilizing teacher feedback on student skill attainment.  Utilize Waterford and Imagine Learning reports to determine student progress in words and phrases.  Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.	Formative: Progress monitoring assessment data reports. Waterford, Imagine Learning, Cumulative Gains Report  Summative: Results from the 2013 CELLA Reading Assessment.

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing portion indicate that 19% of students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 24%.
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2012 Current Percent of Students Proficient in writing:

19% (15)

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	<p>On the 2012 CELLA Writing administration, ELL students 19% made satisfactory progress when compared to the 2011 CELLA Writing administration.</p> <p>Challenges in this area involve a lack of English language base including comprehending informational writing which hinders students from sharing and responding.</p>	<p>Provide students with a print rich environment and exposure to vocabulary and grammar skills and activities such as word of the week and the Four Square Writing Method.</p> <p>Teachers will use strategies such as graphic organizers, process writing and rubrics.</p>	Multi-Tiered System of Supports Team (MTSS/RtI)	<p>Monitor monthly progress monitoring assessments and adjust academic goals utilizing teacher feedback on student skill attainment.</p> <p>Utilize Waterford, and Imagine Learning reports to determine student progress in words and phrases.</p> <p>Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.</p>	<p>Formative: Progress monitoring assessment data reports. Waterford, Imagine Learning, Cumulative Gains Report</p> <p>Summative: Results from the 2013 CELLA Writing Assessment.</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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



# 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 Mathematics Test indicated that 38 % of the students achieved level 3 proficiency.  Henry E. S. Reeves' goal for the 2012-2013 school year is to increase level 3 students proficiency by 5 percentage points of non-proficient to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (128)	38% (149)

## 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	<p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the content cluster category of Numbers and Operations.</p> <p>Students require the ability to demonstrate the understanding of number and operations concepts and develop reasoning in order to solve problems using appropriate mathematical operations.</p>	<p>Provide students with contexts for mathematical exploration and the development of student understanding of number of operations through the use of manipulatives and engaging opportunities for practice.</p> <p>Provide grade-level appropriate activities that develop an understanding of division of whole numbers; describe real-world situations using positive and negative numbers; compare, order and graph integers and solve non-routine problems (Grade 5 concept); these activities will include the selection of appropriate units, strategies and tools to solve problems involving these measures.</p>	Multi-Tiered System of Supports Team (MTSS/Rtl)	<p>Administration will monitor the implementation by conducting focused walkthroughs of all math teachers, examining reports from specific technological programs and in-class work samples (Student data binders)</p> <p>Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.</p>	<p>Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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	Students require the ability to demonstrate the understanding of math concepts.	Provide review for long term math concepts using guided discussion to engage students in real life math problems.	Multi-Tiered System of Supports Team (MTSS/RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)	Formative: Classroom Walk Throughs (CWT)  Summative: 2013 FAA 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicated that 21 % of the students achieved levels 4 and 5 proficiency.  Henry E. S. Reeves' goal for the 2012-2013 school year, is to increase levels 4 and 5 student proficiency by 2 percentage points to 23 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (81)	23%( 90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the content cluster category of Numbers and Operations.  Students require the ability to demonstrate the understanding of number and operations concepts and develop reasoning in order to solve problems using appropriate mathematical operations.	Provide students with contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.  Engage students in technology activities (Gizmos, Riverdeep or the National Library of Virtual Manipulative) that include visual stimulus to develop conceptional understanding of numbers	Multi-Tiered System of Supports Team (MTSS/RtI)	Administration will monitor the implementation by conducting focused walkthroughs of all math teachers, examining reports from specific technology programs and in-class work samples (Student data binders)  Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports.  Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	N/A
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	Students require the ability to demonstrate the understanding of math concepts.	Provide review for long term math concepts using guided discussion to engage students in real life math problems.	Multi-Tiered System of Supports Team (MTSS/RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples. The leadership team will meet monthly to discuss student data and plan lessons according to student data. (Student data binders)	Formative: Classroom Walk Throughs (CWT)  Summative: 2013 FAA 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicated that 71 % (177) of students made learning gains.  Henry E. S. Reeves' goal for the 2012-2013 school year, is to increase student achieving learning gains by 5 percentage points to 76 % (189).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (177)	76% (189)

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 Mathematics Test was the content cluster category of Numbers and Operations.  Students require the ability to demonstrate the understanding of number and operations concepts and develop reasoning in order to solve problems using	Engage students in activities to use technology (such as Gizmos, Riverdeep or the National Library of Virtual Manipulative) that include visual stimulus to develop conception understanding of numbers.	Multi-Tiered System of Supports Team (MTSS/RtI)	Administration will monitor the implementation by conducting focused walkthroughs of all math teachers, examining reports from specific technological programs and in-class work samples (Student data binders)  Using the Florida Continuous Improvement Model of Plan-Do-Check-	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports.  Summative: 2013 FCAT 2.0 Assessment.



appropriate mathematical operations.	Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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 Mathematics Test indicated that 75 % (51) of students in the lowest 25% made learning gains. Henry E. S. Reeves' goal for the 2012-2013 school year, is to increase in the lowest 25% achieving learning gains by 5 percentage points to 80 % (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (51)	80% (54)

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 Mathematics Test was the content cluster category of Numbers and Operations.  Students require the ability to demonstrate the understanding of number and operations concepts and develop	To provide opportunities for students to verify the probability of number operation results included in problem situations.	Multi-Tiered System of Supports Team (MTSS/RtI)	School site administration will monitor the implementation by conducting focused walkthroughs of all math teachers, examining reports from specific technological programs and in-class work samples (Student data binders)  Using the Florida	Formative: Classroom Walk Throughs (CWT) District assessments and HES Reeves Bi-weekly/monthly Edusoft assessments/data reports.  Summative: 2013 FCAT 2.0

reasoning in order to solve problems using appropriate mathematical operations.		Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.	Assessment
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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 is to decrease by 50% the students from the baseline of 2011 to the administration of the 2017 FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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 Math Test indicate that 53% of student black subgroup are not making satisfactory progress. Our goal for the 2012-2013 school year is to increase math achievement of student black subgroup that are not making satisfactory progress by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 53%(170)	Black: 63%(202)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the content cluster of Number: Fractions.  Students require the ability to demonstrate the understanding of number and operations concepts and develop reasoning in order to solve problems using appropriate mathematical operations.	Identify lowest performing students of Black subgroup in grades 3-5 based on instructional needs. Provide before, after and in-house tutoring sessions that correlate instruction to deficiencies.  Monitor students' attendance and contact parents regularly.	Multi-Tiered System of Supports Team (MTSS/Rtl)	Review formative progress monitoring assessment data as well as intervention assessments to ensure progress is being made and adjust interventions as needed.	Formative: Progress monitoring assessment data reports and intervention assessments.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 Test indicate that 54% of students in the Economically Disadvantaged (ED) achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 62%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
54%(199)		62%(229)			
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
	On the 2012 FCAT	The implementation of	Multi-Tiered	through logs of activities	Formative:

1	<p>Mathematics administration, the ED subgroup has not made adequate progress when compared to the 2011 FCAT 2.0 Mathematics administration.</p> <p>Students are in need of more hands-on opportunities with math manipulatives to develop exploration and inquiry activities.</p>	<p>the Next Generation Sunshine State Standards will provide students the opportunity to develop exploration and inquiry activities to increase understanding of mathematics skills through hands on experiences. These activities will engage students in more abstract reasoning, planning, analysis, judgment and creative thought (high cognitive complexity level.) Additionally we will provide FCAT Boot Camp where students are exposed to weekly Mathematics Benchmarks</p>	<p>System of Supports Team (MTSS/RtI)</p>	<p>and intervention groups as well as reviewing lesson plans.</p> <p>Conduct grade level discussions during common planning to attain teacher feedback on effectiveness of strategies being implemented.</p> <p>Monitor monthly progress monitoring assessments and adjust academic goals utilizing teacher feedback on student skill attainment.</p>	<p>Progress monitoring assessment data reports.</p> <p>Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment</p>
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*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
Go Math! Think Central Refresher	K-5	Grade Level Chairpersons Instructional Coach Instructional Coach	K-5 Teachers	September 17, 2012 October 26, 2012 November 6, 2012	Observations, Classroom walk-throughs Modeling lessons, Classroom Walkthroughs, documentation in lesson plans, and evidence of	Administrators Administration, Instructional Coach
Number: Fractions	3-5		School-wide			
GIZMOS	3-5		School-wide			

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.a, 2.a, 3.a, 4.a, 5.b, 5.e	FCAT 2.0 Test Rehearsals, a supplemental math program to introduce and re-teach specific content clusters	Title 1 Funds	\$8,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Dimension U	DimensionU is a video game-based learning resource for K-12 students. In DimensionU, students can access 3D multiplayer educational video games that help them hone their	Title 1 Funds	\$4,000.00

math and literacy skills, connect with friends, and compete and collaborate while learning.			
			Subtotal: \$4,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$12,000.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2012 FCAT Science Test indicated that 25% (34) of the students achieved proficiency (Level 3).  Henry E. S. Reeves' goal for the 2012-2013 school year is to increase level 3 students proficiency by 5 percentage points of non-proficient to 30% (40).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (34)	30% (40)

### 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 science content cluster of deficiency indicated was Physical Science and Nature of Science  Students need to develop higher order thinking skills and hands-on investigative activities in order to increase levels of proficiency.	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in Physical Science.  Along with developing guidelines for monitoring the use of scientific writing for grades K-5 by keeping and maintaining a learning composition notebook.  Instruction in grades 5 using P-Sell Science	Multi-Tiered System of Supports Team (MTSS/RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (Student data binders)  Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student	Formative: Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments and HES Reeves Bi-weekly/monthly Edusoft Science Assessments /data reports.  Summative: 2013 FCAT 2.0 Assessment

	(Promoting Science for ELL students) curriculum that will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated and aligned with the District Pacing Guides.		achievement.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	2012 FCAT Science Test indicated that 10% (14) of the students achieved levels 4 and 5 proficiency.  Henry E. S. Reeves' goal for the 2012-2013 school year, is to increase levels 4 and 5 student proficiency by 2 percentage point to 12% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (14)	12% (17)

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
The science content cluster of deficiency indicated was Physical Science and Nature of Science  Students need to develop higher order thinking skills and hands-on investigative activities in order to	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in Physical Science.	Multi-Tiered System of Supports Team (MTSS/RtI)	Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, walkthroughs and in-class work samples (Student data binders).  Using the Florida Continuous	Formative: Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments and HES Reeves Bi-weekly/monthly Edusoft Science Assessments /data reports.

1	increase levels of proficiency.	<p>Instruction in grades 5 using P-Sell Science (Promoting Science for ELL students) curriculum that will adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated and aligned with the District Pacing Guides.</p> <p>Use Scott Foresman online resources to conduct virtual labs and assist student in understanding abstract concepts. (ie. Lab zones activities, e-tools, sci-links and educational games)</p>	Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly and/or after an assessment to collectively desegregate data and determine the most effective strategy appropriate for student achievement.	Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Discovery Education Professional Learning Communities (PLC) focus on Science Strands P-Sell Science (Promoting Science for ELL students)	K-5 Grades K-5 Science Grade 5	District Personnel Administrative Team P-Sell Facilitators	K-5 Science Teachers 5th grade Science Teachers	October 26, 2012 training Last Wednesday of each month at 2:30 p.m. beginning in the month of September Last Wednesday of the following months: August, November 6, 2012 and March 20, 2013	Grade level meetings, classroom walk-throughs Monitor PLC Logs, classroom walk-through Observations	Administration Administration & P-Sell Facilitators
Discovery Education Professional Learning Communities (PLC) focus on Science Strands P-Sell Science (Promoting Science for ELL students)	K-5 Grades K-5 Science Grade 5	District Personnel Administrative Team P-Sell Facilitators	K-5 Science Teachers 5th grade Science Teachers	October 26, 2012 training Last Wednesday of each month at 2:30 p.m. beginning in the month of September Last Wednesday of the following months: August, November 6, 2012 and March 20, 2013	Grade level meetings, classroom walk-throughs Monitor PLC Logs, classroom walk-through Observations	Administration Administration & P-Sell Facilitators

Science Budget:

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

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Henry E. S. Reeves' goal for the 2012-2013 school year is to increase percentage of students achieving at or above proficiency from 91% (103) to 92% (104).



2012 Current Level of Performance:	2013 Expected Level of Performance:
91%(103)	92% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of essential writing skills and language barrier of students entering the 4th grade  Students have limited fundamental writing skills such as sentence structure and essay writing due to lack of exposure to the writing process in the primary grades.	During writing instruction students will use a graphic organizer to plan and write with a logical sequence of beginning, middle, and end using supporting details or providing facts and/or opinions through (concrete examples , statistic, comparison, real life examples, anecdotes and amazing facts) to develop focus and elaborate. Peer editing and outlining will be implemented during small group instruction.  In addition, implement the Learning Express Folio Writing Program for process and procedures for quality writing.	Literacy Leadership Team	Writing Teachers will graph their students' scores on a class line-graph in order to monitor the growth of the class and individual students. Monthly writing prompts will be used to monitor effectiveness of the writing instruction.  Fourth grade writing teachers and the Leadership team will review and analyze results from Learning Express Folio Writing Program.	Formative: Teachers will monitor progress by using the Learning Express FolioWriting to measure the success for pre/post writing assessments  Summative: 2013 FCAT 2.0 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 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				

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
New FCAT Writes updates	Fourth Grade Writing	District Curriculum Support	Fourth Grade Teachers	September 17, 2012	Monitor PLC Logs	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the Learning Express Folio with all fourth grade students.	Learning Express Folio provides feedback to student and teachers regarding strengths and weaknesses on specific writing skills	Title 1 Funds	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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 this year is to increase attendance by 0.5 percent from 95.6% (780) to 96.1% (784) by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.6% (780)	96.1% (784)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
215	204

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
183	174

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student attendance rate decreased by .09% in the 2011-2012 school year as compared to the 2010-2011 school year.  This is due to the excessive absences and tardies experienced throughout the year by potential communication issues regarding accurate reporting of excused absences/tardies within the three day time limit.	Identify and refer students who may be developing a pattern of excessive absences and excessive tardies to the Attendance Review Committee for intervention services.  Counselor will also identify students in order to meet with them and/or their parents to establish an improved attendance goal.  The EESAC and Dade Partners will continue to provide incentives for student attendance which will be monitored on a monthly basis.	Assistant Principal and Counselor	Incorporate an Attendance Review Committee and provide monthly updates to Administration and to the entire faculty during faculty meetings. Teachers will monitor attendance weekly and communicate with Assistant principals.	Attendance logs and rosters. COGNOS reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5	Counselor	School-wide	On-going	Monitoring of attendance bulletins and Attendance Review Committee	Assistant Principal and 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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentive	Provide monthly incentives for students with perfect attendance.	EESAC	\$450.00
			Subtotal: \$450.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$450.00</b>

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 2011-2012 school year is to decrease the total number of suspensions (133) by 10 percentage points.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
25	23
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
20	18
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
110	99
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
80	72

### 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
	Parents and students are unaware that all students must follow the Code of Student Conduct. Limited alternatives to	Maintain a Discipline Plan that will begin with parental contacts on the first infraction led by conferences for the second infraction and	MTSS/Response to Intervention Team	Monitor COGNOS report on student's suspension rates. Monitor Parent Contact Logs for evidence of communication with	Parent communication logs and monthly COGNOS suspension report.

1	suspensions. Students need to learn tolerance, appropriate socialization skills and the Student Code of Conduct.	followed by detention hall for subsequent infractions.		parents.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Administration	School-wide	August 16, 2012	Utilize classroom walk-throughs to monitor teacher's enforcement of the Student Code of Conduct.	Administration
Maintaining a Positive Classroom Environment	K-5	Counselor	All classroom teachers	1st quarter of the 2012 - 2013 school year	Monitor Student Case Management and suspension records	Administration and Counselor

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
1.1, 1.2 Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2010-2011 school year, 108 Parent Compacts were returned. Our goal for the 2011-2012 school year is to increase parental participation and return of compacts by 1% to 200.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
108	200

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.2	Implementation of National Standards for Home-School partnerships	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$500.00</b>

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:		Henry E. S. Reeves' goal for the 2012-2013 school year is to improve student academic performance through technology extensions in core academic subject and provide technology education and training to parents and other vested community members.			
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 develop higher order thinking skills and hands-on investigative activities in order to increase levels of proficiency in math and science through the use of technology	Develop Professional Learning Communities (PLC) of elementary teachers in order to research, collaborate, design and implement instructional strategies to increase rigor through inquiry based learning in applied technology in math and science areas.	Administrative Team, Technology Support Team	Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly to collectively desegregate data and determine the most effective strategy and appropriate use of the technology used.	Formative: Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments and HES Reeves Bi-weekly/monthly Edusoft Science Assessments /data reports.  Summative: 2013 FCAT 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
No Data Submitted						

## 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	After-school tutoring	Accelerated Reader – motivational program that encourages independent reading and includes on-line quizzes to measure comprehension and vocabulary.	Title 1	\$2,000.00
CELLA	N/A			\$0.00
Mathematics	1.a, 2.a, 3.a, 4.a, 5.b, 5.e	FCAT 2.0 Test Rehearsals, a supplemental math program to introduce and re-teach specific content clusters	Title 1 Funds	\$8,000.00
Parent Involvement	1.2	Implementation of National Standards for Home-School partnerships	EESAC	\$500.00
				Subtotal: \$10,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Dimension U	DimensionU is a video game-based learning resource for K–12 students. In DimensionU, students can access 3D multiplayer educational video games that help them hone their math and literacy skills, connect with friends, and compete and collaborate while learning.	Title 1 Fund	\$4,000.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Utilize the Learning Express Folio with all fourth grade students.	Learning Express Folio provides feedback to student and teachers regarding strengths and weaknesses on specific writing skills	Title 1 Funds	\$3,000.00
Attendance	Attendance Incentive	Provide monthly incentives for students with perfect attendance.	EESAC	\$450.00
Suspension	1.1, 1.2 Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$500.00
				Subtotal: \$3,950.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$18,450.00

## School-level Differentiated Accountability Compliance

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

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The Educational School Advisory Council (EESAC) funds will be utilized to defray expenditures for student incentives, tutoring, food snacks, and materials for tutoring program.	\$2,999.00

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

The Educational School Advisory Council (EESAC) will participate in writing the school improvement plan, monitoring and reviewing the implementation. The EESAC will also analyze data from baseline, midyear, and interim assessments. The EESAC will review causes for "at Risk" or low performing students and offer strategies for students and make sure all interventions are being implemented with fidelity. In addition, the EESAC will review the school's budget, Title I, Operations and all Academic programs. Monthly meetings will be held with parents, community members, and business stakeholders in relevant to the implementation of the School Improvement Plan and provide necessary updates.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District HENRY E. S. REEVES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	73%	98%	43%	272	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	65%	71%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	63% (YES)			117	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					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HENRY E. S. REEVES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	70%	90%	28%	246	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	57%	57%			114	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?	37% (NO)	52% (YES)			89	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					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested