

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: JAMES H. BRIGHT ELEMENTARY

District Name: Dade

Principal: Maritza M. Garcia

SAC Chair: Ubaldo Interian

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------------|---------------------|--|------------------------------|--------------------------------|--|
| Assis Principal | Leslie J. Longfield | Physical Education, Educational Leadership | 1 | 8 | '12 '11 '10 '09 '08 School Grade B A NA NA D AYP NA N Y N High Standards Rdg. 48 72 68 69 44 High Standards Math 63 67 65 41 45 Lrng Gains-Rdg. 57 66 NA NA NA Lrng Gains-Math 53 74 NA NA NA Gains-Rdg-25% 60 67 NA NA NA Gains-Math-25% 48 81 NA NA NA |
| Principal | Maritza M. Garcia | Spec Learn Disab, Mntl Hndcp, School Principal | 6 | 17 | '12 '11 '10 '09 '08 School Grade B A A A B AYP NA N N Y Y High Standards Rdg. 48 76 65 69 62 High Standards Math 63 78 71 71 64 Lrng Gains-Rdg. 57 64 70 70 68 Lrng Gains-Math 53 47 68 68 69 Gains-Rdg-25% 60 64 64 64 63 Gains-Math-25% 48 56 68 68 68 |
| | | | | | '12 '11 '10 '09 '08 School Grade B A A A B |

| | | | | | |
|-----------------|-------------------|---|---|---|--|
| Assis Principal | Lisette M. Garcia | Elementary Ed/Esol, MS/Ed. Computing/Technology, Ed. Leadership | 7 | 8 | AYP N A N N Y Y High Standards Rdg. 48 76 65 69 62 High Standards Math 63 78 71 71 64 Lrng Gains-Rdg. 57 64 70 70 68 Lrng Gains-Math 53 47 68 68 69 Gains-Rdg-25% 60 64 64 64 63 Gains-Math-25% 48 56 68 68 68 |
|-----------------|-------------------|---|---|---|--|

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 | Gladys Rodriguez | ELEM ED, READING, ESOL | 20 | 12 | '12 '11 '10 '09 '08 School Grade B A A A B AYP N A N N Y Y High Standards Rdg. 76 65 69 62 High Standards Math 78 71 71 64 Lrng Gains-Rdg. 57 64 70 70 68 Lrng Gains-Math 53 47 68 68 69 Gains-Rdg-25% 60 64 64 64 63 Gains-Math-25% 48 56 68 68 68 |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|---------------------|---------------------------|---|
| 1 | 1. Partnering new teachers with veteran staff | Assistant Principal | On-going | |
| 2 | 2. Interview Committee: Department Chairperson and National Board Certified Teachers | Principal | On-going | |

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 |
|--|---|
| 1 (0.01%) One teacher is teaching out-of-field. | The staff members are being provided with professional development, in order to meet their specific needs. They are also being referred to the District's HQ Fall Tutorial Sessions Schedule, to assist teachers in passing Florida Teacher Certification Subject Area Exams to meet highly qualified 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 58 | 3.4%(2) | 31.0%(18) | 27.6%(16) | 37.9%(22) | 29.3%(17) | 75.9%(44) | 10.3%(6) | 6.9%(4) | 77.6%(45) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------|-----------------|-----------------------|------------------------------|
| | | | |
| N/A | | | |

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

At James H. Bright/J.W. Johnson Elementary 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 James H. Bright/J.W. Johnson Elementary 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 James H. Bright/J.W. Johnson and at District meetings to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

James H. Bright/J.W. Johnson Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with 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, ELL 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

James H. Bright/J.W. Johnson Elementary utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (3rd – 5th)
- parent outreach activities (K-5th) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5th)
- reading and supplementary instructional materials(K-5th)

Title X- Homeless

The District Social Worker provides resources for students identified as homeless via the Homeless Assistance Program. Our school is serviced by Project Upstart, which provides homeless students with appropriate services to meet their needs.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

James H. Bright Elementary and James W. Johnson Elementary currently implement the following programs to ensure that student violence and prevention programs are being implemented:

- Health Connect in our Schools-Partnership with The Children's Trust, Miami-Dade County Health Department, and local health service providers.
- Student Services Department meets with individual students and groups to provide alternatives to violence such as anger management and conflict resolution strategies.

Nutrition Programs

-James H. Bright Elementary and James W. Johnson Elementary adhere to and implement the nutrition requirements stated in the District Wellness Policy.

- Nutrition education, as per state statute, is taught through physical education and the science curriculum.
- The School Food Service Program (breakfast, 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

James H. Bright/J.W. Johnson Elementary offers a variety of classes for parents through the Parent Academy as well as English classes after school.

Career and Technical Education

Students of James H. Bright Elementary and James W. Johnson Elementary participate in "Take Your Child to Work Day." The school coordinates with members of the community to participate in events such as Jr. Achievement Day, Career Day, and Truck Day. Also, teachers integrate career awareness throughout the various units in the textbooks across the curriculum.

Job Training

N/A

Other

Parental

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

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

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

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
SPED Chair
Psychologist
Teacher
Assistant Principal
Reading Coach
Counselor

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?

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Multi-Tiered System of Supports/Response to Instruction/Intervention (MTSS/RTI), conducts assessment of MTSS/RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RTI implementation, and communicates with parents regarding school-based MTSS/RTI plans and activities.

Classroom Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier.

Exceptional Student Education (SPED) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

Technology Specialist: Develops and provides technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-

serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS/RTI Leadership team met with the Educational Excellence School Advisory Council in May to discuss areas that need to be addressed. During the course of the summer and as data became available, the team met to disaggregate the data and implement new goals and strategies that will be implemented during the 2012-2013 school year. Based on FCAT 2.0 results, overall students' opportunities for improvement are in the areas of: main idea and compare and contrast Data collected from FAIR assessment will also enable the MTSS/RTI team to develop necessary intervention plans for low performing students.

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.

James H. Bright and J.W. Johnson Elementary Schools use Edusoft as the data management system.

The following data management systems will be used to summarize the tiered data:

- Baseline Data: FLKRS (Florida Kindergarten Readiness Screener), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT 2.0)
- Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), AIMSweb, Curriculum Based Measurement (CBM), FCAT 2.0 Simulation
- Midyear: Florida Assessments for Instruction in Reading (FAIR) End of year: FAIR, AIMSweb, FCAT 2.0 Frequency of Data Days: District Interim Assessments will take place during the months of October, January, April.
- All other data analysis will take place quarterly throughout the year

Describe the plan to train staff on MTSS.

MTSS/RTI Team will train the staff to:

- Assist teachers in identifying valid and reliable sources of data for planning student intervention
- Assist teachers in grouping for effective small group instruction
- Assist teachers in using vocabulary and comprehension data in conjunction with other data to effectively group students for instruction

Meetings will take place throughout the year and during Professional Development days. Teachers will learn to analyze data and evaluate results based on the needs of their students.

Describe the plan to support MTSS.

MTSS/RTI will be supported through:

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RTI framework with district & school mission statements and organizational improvement efforts.
- Alignment of policies and procedures across classroom, grade, building, district, and state levels.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

One person per grade level:
Gladys Rodriguez, Reading Coach
Edna Figueroa, Media Specialist
Cristina Rodriguez, Teacher
Milagros Alvarez, Teacher

Maria Teruel, Teacher
Bernadette Alfonso, Teacher
Laura Espada, Teacher
Mileydi Alonso, Teacher
Odalys Quesada, SPED

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

Monthly meetings are held and minutes are sent to staff members, Professional Development activities are discussed and delivered to staff, Quarterly Reading Activities for students take place, and assessment data is reviewed. Reading Activities (vocabulary word of the week, Monthly reading strategies, Spelling Bee, community Members conduct Read Alouds for Dr. Seuss Day, Gator T.V.). Highlights include reading strategies and book talks, Scholastic Book Fair twice a year, Media Needs, Young Author's night.

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

Initiatives include developing the Accelerated Reader Program and promoting book circulation in the Media Center, promoting Literacy Club, continue providing Reading/Writing professional development opportunities, continue with Literacy events, and continue Data Analysis meetings with Administration.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

There are various pre-kindergarten programs available at our Primary Learning Center located at J.W. Johnson including, Head Start, Pre-Kindergarten Special Education, and Title I High Scope programs. These programs are designed to increase a child's potential for growth and independence in the areas of communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Opportunities are provided for active, concrete experiences where the child makes decisions, develops imagination, acquires skills, develops a positive self-concept, and learn to interact with other children. In order to determine student readiness rates observational assessment tools are utilized to make the transition into Kindergarten easier. The Devereux Early Childhood Assessment (DECA) is used to identify patterns of development in behaviors and social skills that students should be able to demonstrate. The Learning Accomplishment Profile-Diagnostic (LAP-D) is another norm referenced based assessment that assists teachers in identifying student development in the following areas: gross motor, fine motor, cognitive, and language. Students must demonstrate their abilities to count, write, match, identify, and move objects. Pre-Kindergarten teachers receive professional development in these assessments and are responsible for ensuring that the needs of the students are being met. When the children transition to Kindergarten, the Florida Kindergarten Readiness Diagnostic (FLKRS) assessment is given in order to further evaluate the effectiveness of the Pre-Kindergarten program as well as individual strengths and needs of the students. Parents are encouraged to participate in Pre-school programs and receive a monthly calendar with events and activities to complete in the home. Additional resources and tips are also provided by teachers and the Community Involvement Specialists to ensure that the transition process is an effective and positive change. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

| | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | The results of the 2012 FCAT 2.0 Reading Test indicate that 22% of students achieved a level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (87) | 32% (126) |

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5).</p> <p>Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform well in the areas of Reading Application, Literacy Analysis, and Informational Text and Research Process.</p> | <p>Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information through the use of SuccessMaker.</p> <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Reading Benchmarks with emphasis on identifying text features and identifying topics and themes.</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report •FCAT 2.0 Weekly Attendance Data <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading 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 Levels 4, 5, and 6 in reading. | The result of the 2012 Florida Alternate Assessment Reading Test indicates that 8% of students achieved a level 4, 5, or 6 proficiency. Our goal for the 2012-2013 school year is to |
|--|--|

| | |
|------------------------------------|---|
| Reading Goal #1b: | increase level 4, 5, and 6 student proficiency by 5 percentage points to 13%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 8% (1) | 13% (2) |

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 additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity. | Provide the students with multiple reads of a selection prior to responding to comprehension questions. Provide students with visual choices similar to the choices provided in the F.A.A by using Unique Learning and Learning Today. Students should use read aloud, auditory tapes, and text readers that provide print with visuals and or symbols. | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •Unique Learning •Learning Today Summative Assessments: •2013 Reading Florida Alternate 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 reading. Reading Goal #2a: | The results of the 2012 FCAT 2.0 Reading Test indicate that 22% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 4 percentage points to 26%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (88) | 26% (103) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | The areas that showed minimal growth and would require students to maintain and improve as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5). Students have limited | Engage students in more challenging activities that promote identification of topics and text features, higher order thinking and infuse rigor and relevance. Teachers can use various sources to supplement the basal. Students will use newspapers, magazines, and the internet to infuse various subject areas into Reading. Students will be incorporating SuccessMaker and | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report •Computer Assisted Program Reports from HM •Destination Learning. |

| | | | |
|--|--|--|---|
| exposure to rigor and relevance such as: project-based learning activities that include identifying topics and text features and real-world learning strategies that incorporate reading into students' experiences. | Destination Learning into their daily Reading classes. | | Summative Assessments: •2013 Reading 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 reading. Reading Goal #2b: | The result of the 2012 Florida Alternate Assessment Reading Test indicates that 77% of students achieved a proficiency level of 7 or higher. Our goal for the 2012-2013 school year is to increase level 7, 8, and 9 student proficiency by 3 percentage points to 80%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 77% (10) | 80% (10) |

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 additional instruction and exposure in the areas of reading. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively | Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Reading selections will be taught at a level that does not frustrate the students. Students will be provided with continuous review and practice while they are learning new reading concepts by using Unique Learning and Learning Today. | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •Unique Learning •Learning Today Summative Assessments: •2013 Reading Florida Alternate 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 2012 FCAT 2.0 Reading Test indicate that 57% of students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains in reading by 10 percentage points to 67%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 57% (131) | 67% (154) |

Problem-Solving Process to Increase Student Achievement

| | | | | |
|--|--|-----------|-----------------|--|
| | | Person or | Process Used to | |
|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|-------------------------------------|--|--|
| 1 | <p>The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5).</p> <p>Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform well in the areas of Reading Application, Literacy Analysis, and Informational Text and Research Process.</p> | <p>Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information. Utilize SuccessMaker as an additional resource in order to provide the students with more practice.</p> <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Reading Benchmarks with emphasis on identifying text features and identifying topics and themes.</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •SuccessMaker Cumulative Gains Report •FCAT 2.0 Weekly Attendance Data <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading 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:

| | |
|--|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | The results of the 2012 Florida Alternate Assessment Reading Test indicate that 67% of students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains in reading by 5 percentage points to 72%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 67% (1) | 72% (1) |

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>Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity.</p> <p>Students also require additional instruction and exposure in the areas of reading. More exposure</p> | <p>Provide the students with multiple reads of a selection prior to responding to comprehension questions. Provide students with visual choices similar to the choices provided in the F.A.A.</p> <p>Students should use read aloud, auditory tapes, and text readers that</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •Unique Learning •Learning Today <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading Florida Alternate Assessment |

| | | | | | |
|---|--|---|--|--|--|
| 1 | to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively. | <p>provide print with visuals and or symbols. Students will utilize Unique Learning and Learning Today.</p> <p>Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Reading selections will be taught at a level that does not frustrate the students.</p> <p>Students will be provided with continuous review and practice while they are learning new reading concepts.</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:

| | |
|--|---|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> | <p>The results of the 2012 FCAT 2.0 Reading Test indicate that 60% of the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains in reading, by 10 percentage points to 70%.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>60% (35)</p> | <p>70% (41)</p> |

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5).</p> <p>Students require additional instruction and exposure in the areas of main idea, supporting details, cause and effect, identifying the purpose of text features, elements of story structure, determining the validity and reliability of information, and interpreting graphical information. This will afford students the opportunity to perform</p> | <p>Utilize more grade-level appropriate material that includes identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information.</p> <p>Provide a variety of instructional strategies and activities that include identifying topics and themes within texts, using real-world documents to identify text features and to locate, interpret and organize information. Utilize SuccessMaker as an additional resource in order to provide the students with more practice.</p> <p>Provide FCAT 2.0 Saturday Camp where</p> | <p>Administration</p> | <p>Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report •FCAT 2.0 Weekly Attendance Data <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading FCAT 2.0 Assessment. |

| | | | |
|--|---|--|--|
| well in the areas of Reading Application, Literacy Analysis, and Informational Text and Research Process | students are exposed to weekly Reading Benchmarks with emphasis on identifying text features and identifying topics and themes. | | |
|--|---|--|--|

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

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal # Our goal from 2011 - 2017 is to reduce the percent of non-proficient students by 50% | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 58% | 62% | 66% | 69% | 73% | |

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

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of the Hispanic subgroup achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students achieving satisfactory progress in reading, by 15 percentage points to 63%. The results of the 2012 FCAT 2.0 Reading Test also indicate that 35% of the Black subgroup achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students achieving satisfactory progress in reading, by 15 percentage points to 50%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: N/A Black: 35% (6) Hispanic: 48% (181) Asian: N/A American Indian: N/A | White: N/A Black: 50% (8) Hispanic: 63% (238) Asian: N/A American Indian: N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|
| 1 | Hispanic & Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5). Students in these sub groups demonstrate difficulty assimilating and adapting to the English language. Many students require vocabulary skills in English and are not familiar with the usage of | Provide these students with additional tutoring opportunities such as Saturday camps, before and after school ELL Tutoring, Spanish/English dictionaries, and frequent conferences to monitor their progress. Utilize more graphic organizers to analyze text. Utilize SuccessMaker as a daily practice in order to improve student's use of vocabulary. | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report •FCAT 2.0 Weekly Attendance Data Summative Assessments: •2013 Reading FCAT 2.0 Assessment. |

| | | | | |
|-------------------------------|--|--|--|--|
| Spanish/English dictionaries. | | | | |
|-------------------------------|--|--|--|--|

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of English Language Learners achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners achieving satisfactory progress in reading, by 17 percentage points to 57% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 40% (82) | 57% (117) |

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5).</p> <p>Students in this sub group demonstrate difficulty assimilating and adapting to the English language. Many students require comprehension skills in English, making their acquisition of identifying text features and identifying the main idea in a passage difficult.</p> | <p>Provide these students with interventions in a pull-out/push-in model. Students will be pulled out four days per week for a total of 30 minutes each day. SuccessMaker, Reading/Voyager will be used as the intervention curriculum.</p> <p>Expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping.</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading 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 subgroup:

| | |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | The results of the 2012 FCAT 2.0 Reading Test indicate that 31% of Students with Disabilities achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners achieving satisfactory progress in reading, by 15 percentage points to 46%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31% (8) | 46% (12) |

Problem-Solving Process to Increase Student Achievement

| | | | | |
|--|--|-----------|-----------------|--|
| | | Person or | Process Used to | |
|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|-------------------------------------|--|--|
| 1 | <p>Students require additional instruction and exposure in the areas of reading. Students need to be able to engage several times in the same selection in order to build familiarity.</p> <p>Students also require additional instruction and exposure in the areas of reading. More exposure to fiction, nonfiction and informational text is needed in order for students to identify the differences effectively.</p> | <p>Provide the students with multiple reads of a selection prior to responding to comprehension questions.</p> <p>Students should use read aloud, auditory tapes, and text readers that provide print with visuals and or symbols. SuccessMaker will be used on a daily basis.</p> <p>Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Reading selections will be taught at a level that does not frustrate the students.</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •SuccessMaker Cumulative Gains Report •FCAT 2.0 Weekly Attendance Data <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading 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 subgroup:

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of Economically Disadvantaged students achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students achieving satisfactory progress in reading, by 14 percentage points to 62%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 48% (185) | 62% (239) |

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were Reporting Category 2- Reading Application (Grade 3), Category 3- Literary Analysis: Fiction and Non-Fiction (Grade 4), and Category 4- Informational Text and Research Process (Grade 5).</p> <p>Students have limited exposure to early literacy and lack the needed reading skills.</p> | <p>Provide these students with interventions in a pull-out/push-in model. Students will be pulled out four days per week for a total of 30 minutes each day. SuccessMaker Reading/Voyager will be used as the intervention curriculum.</p> <p>Provide tutoring before and after school, as well as, Saturday FCAT 2.0 camps.</p> | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Reading FCAT 2.0 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 |
|------------------------------------|---------------------|----------------------------------|--|--|--|---|
| FCAT 2.0 Updates | 3rd – 5th | Reading Coach | 3rd – 5th grade Teachers | 8-16-12 | Implementation of strategies/ Classroom observations | Reading Coach/Assistant Principal |
| Common Core Standards | K-5th | Reading Coach | K-5th Reading Teachers | 9-17-12 | Activities/Progress Monitoring | Reading Coach/Assistant Principal |
| Successmaker Reading | K-5th | Reading Coach | School-Wide | 9-26-12 | Implementation of strategies/ Classroom observations | Reading Coach/Assistant Principal |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|-------------------------------|---------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| McCall-Crabbs Readers | Reading Comprehension | Title I Funds | \$336.75 |
| Common Core Flip Charts | Implementation of Common Core | Title I Funds | \$263.34 |
| | | | Subtotal: \$600.09 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| BRAINPOP/BRAINPOP Junior. | Reading Software to target benchmarks | Title I Funds | \$1,650.00 |
| (2) IPAD Learning Carts | Mobile IPAD Storage Units | Title I Funds | \$14,118.00 |
| (40) IPADS | IPADS for Whole Class Instruction | Title I Funds | \$4,700.00 |
| | | | Subtotal: \$20,468.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reading Coach/Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Take it to Your Seat Literacy Centers | Center-building activities for Differentiated Instruction | Telemundo Funds/Dade Partners | \$1,633.95 |
| | | | Subtotal: \$1,633.95 |
| | | | Grand Total: \$24,202.04 |

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 Test indicate that 46% of students achieved proficiency. Our |

CELLA Goal # 1: goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 50%.

2012 Current Percent of Students Proficient in listening/speaking:

46% (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 |
|---|---|---|---|--|--|
| 1 | Students in this sub group demonstrate difficulty assimilating and adapting to the English language. Many students require comprehension skills in English, making their acquisition of vocabulary difficult. | Provide these students with interventions in a pull-out/push-in model. Students will be pulled out four days per week for a total of 30 minutes each day. SuccessMaker Reading/Voyager will be used as the intervention curriculum. Expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping. Teachers will use more substitution, expansion, paraphrase, and repetition. | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report Summative Assessments: •2013 CELLA Assessment |

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Reading Test indicate that 26% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 30%.

2012 Current Percent of Students Proficient in reading:

26% (108)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|
| 1 | Students in this sub group demonstrate difficulty assimilating and adapting to the English language. Many students require comprehension skills in English, making their acquisition of identifying text features and identifying the main idea in a passage and vocabulary difficult. | Provide these students with interventions in a pull-out/push-in model. Students will be pulled out four days per week for a total of 30 minutes each day. SuccessMaker Reading/Voyager will be used as the intervention curriculum. Expose all ELL students to Spanish/English | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report Summative Assessments: •2013 CELLA |

| | | | |
|--|--|--|-------------|
| | ictionaries, as well as interactive word walls and word mapping. | | 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 Test indicate that 24% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 26%. |
|--|---|

2012 Current Percent of Students Proficient in writing:

24% (107)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | Students in this sub group demonstrate difficulty assimilating and adapting to the English language. Many students require comprehension skills in English, making their acquisition of vocabulary difficult. | Provide these students with interventions in a pull-out/push-in model. Students will be pulled out four days per week for a total of 30 minutes each day. SuccessMaker Reading/Voyager will be used as the intervention curriculum. The students will also be exposed to picture spellers for young writers in order to increase their vocabulary. Expose all ELL students to Spanish/English dictionaries, as well as word walls and word mapping. Have ELL students develop a dialogue journal. | Administration | Review formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed. | Formative Assessments: •FAIR Reports •District Interims •SuccessMaker Cumulative Gains Report Summative Assessments: •2013 CELLA Assessment. |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|----------------|--------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Picture Spellers for Young Writers | ELL based program to increase vocabulary | Title I Funds | \$438.90 |
| | | | Subtotal: \$438.90 |
| 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: \$438.90 |

End of CELLA Goals

Elementary School Mathematics Goals

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

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

| | |
|--|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | The results of the 2012 FCAT 2.0 Mathematics Test indicate that 28% of students achieved a proficiency level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 31%. |
|--|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|-----------|-----------|
| 28% (110) | 31% (122) |
|-----------|-----------|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|--|
| 1 | Students in grade 3 scored lowest in the Reporting Category 2: Number Fractions. | <p>Provide students with a variety of real-world experiences in the area of shapes and fractional parts.</p> <p>Provide differentiated instruction to these students and provide them with the additional exposure necessary for academic achievement. Students will also use SuccessMaker Math daily for a total of 30 minutes.</p> <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Mathematics Benchmarks with emphasis on Geometry and Measurement and Number Fractions.</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. | Formative Assessments: <ul style="list-style-type: none"> •SuccessMaker Math reports •District Interims •Student Authentic Work Summative Assessment: <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |
| 2 | Students in grades 4 and 5 scored lowest in Category 3: Geometry and Measurements. | <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Mathematics Benchmarks with emphasis on Geometry and Measurement and Number Fractions.</p> <p>Provide differentiated instruction to these students and provide them with the additional exposure necessary for academic achievement. Students will also use SuccessMaker Math daily for a total of 30 minutes.</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. | Formative Assessments: <ul style="list-style-type: none"> •SuccessMaker Math reports •District Interims •Student Authentic Work Summative Assessment: <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |
| | Students require additional exposure of | Provide students with a variety of real-world | Administration | Conduct bi-weekly assessments and review | Formative Assessments: |

| | | | | |
|---|---|---|---|--|
| 3 | real world application in the areas of fraction and geometry. | experiences in the area of shapes and fractional parts. Provide differentiated instruction to these students and provide them with the additional exposure necessary for academic achievement. Students will also use SuccessMaker Math daily for a total of 30 minutes. | data to ensure progress is occurring and align curriculum to the needs of the students. | <ul style="list-style-type: none"> •SuccessMaker Math reports •District Interims •Student Authentic Work Summative Assessment: <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |
|---|---|---|---|--|

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

| | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b: | The results of the 2011-2012 Florida Alternate Assessment Mathematics Test indicate that 8% of students achieved a proficiency level 4, 5, or 6. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student proficiency by 5 percentage points to 13%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 8% (1) | 13% (2) |

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 additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. | Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Students will be exposed to repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students will also be provided with continuous review and practice while learning new math concepts. | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. | Formative Assessments: <ul style="list-style-type: none"> •Unique Learning •Learning Today Summative Assessments: <ul style="list-style-type: none"> •2013 Mathematics Florida Alternate 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 2.0 Mathematics Test indicate that 31% of students achieved a proficiency level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1 percentage points to 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31% (122) | 32% (126) |

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>Students in grades 3-5 scored lowest in the Reporting Category 2: Number Fractions and category 3: Geometry & Measurements.</p> <p>Students are not exposed to technology and require visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.</p> | <p>Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex, SuccessMaker Math, and GIZMOS.</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | <p>Formative Assessments:</p> <p>SuccessMaker Math reports</p> <p>GIZMOS and Reflex computer reports</p> <p>District Interims</p> <p>Student Authentic Work</p> <p>Summative Assessment: 2013 FCAT 2.0 Mathematics Test</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 mathematics. Mathematics Goal #2b: | The results of the 2012 Florida Alternate Assessment Mathematics Test indicate that 77% of students achieved a proficiency level 7, 8, or 9. Our goal for the 2012-2013 school year is to increase level 7, 8, and 9 student proficiency by 3 percentage points to 80%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 77% (10) | 80% (10) |

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>Students require additional instruction and exposure in the area of measurement tools.</p> <p>Students are not exposed to technology and require visual stimulus to develop conceptual understanding of measurements.</p> | <p>Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex, SuccessMaker Math, and GIZMOS.</p> <p>Provide students with the use of guided discussion in order to engage students in real life math problems.</p> <p>Students will be exposed to continuous repetition and practice while learning new math concepts.</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •Unique Learning •Learning Today <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Mathematics Florida Alternate 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 2.0 Mathematics Test indicate that 53% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 63%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 53% (122) | | 63% (145) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Reporting Category 2: Number Fractions (Grade 3) and Category 3: Geometry and Measurements (Grade 4 & 5). Students require additional assistance in the basic mathematics skills. This will afford them the opportunity to apply the concepts to area, perimeter, volume, and regular measurement. | Provide students interventions in a pull-out model. Students will be instructed with various technologies, such as Gizmos and participation in a tutorial program using the Reflex Math Tutorial computer program on a daily basis. Students will also be required to use SuccessMaker Math on a daily basis for a total of 30 minutes. | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | Formative Assessments: •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work Summative Assessment: •2013 FCAT 2.0 Mathematics Test |

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

| | | | | | |
|--|--|--|---|--|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | | The results of the 2012 Florida Alternate Assessment Mathematics Test indicate that 56% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 61%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 56% (3) | | 61% (3) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis. Students require | Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex and GIZMOS. Students will also use Unique Learning and Learning Today. | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | Formative Assessments: •Unique Learning •Learning Today Summative Assessments: |

| | | | | |
|---|--|---|--|---|
| 1 | <p>additional instruction and exposure in the area of measurement tools.</p> <p>Students are not exposed to technology and require visual stimulus to develop conceptual understanding of measurement.</p> | <p>Provide students with the use of guided discussions in order to engage students in real life math problems.</p> <p>Students will be exposed to continuous repetition and practice while learning new math concepts</p> | | <p>•2013 Mathematics Florida Alternate 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:

| | |
|--|--|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p> | <p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 48% of the lowest 25% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 58%.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>48% (28)</p> | <p>58% (34)</p> |

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 areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Reporting Category 2: Number Fractions (Grade 3) and Category 3: Geometry and Measurements (Grade 4 & 5).</p> <p>Our students need additional support after the concepts are taught. They need differentiated instruction in addition to the regular instruction in the classroom. Students need to be provided contexts of mathematical exploration and the development of student understanding of geometric and measurement concepts as well as number fraction concepts</p> | <p>Provide students interventions in a pull-out model. Students will be participating in a tutorial program using the Reflex Math Tutorial computer program on a daily basis. Students will also be required to use SuccessMaker Math daily for a total of 30 minutes.</p> <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Mathematics Benchmarks with emphasis on geometry and measurement as well as number fractions.</p> | Administration | <p>Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports.</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work <p>Summative Assessment:</p> <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics |

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

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

| | | | | | | |
|--|-----|-----|-----|-----|-----|--|
| | 64% | 68% | 71% | 74% | 77% | |
|--|-----|-----|-----|-----|-----|--|

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 mathematics.</p> <p>Mathematics Goal #5B:</p> | <p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of the Hispanic subgroup achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students achieving satisfactory progress in mathematics by 4 percentage points to 67%.</p> <p>The results of the 2012 FCAT 2.0 Mathematics Test also indicate that 65% of the Black subgroup achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students achieving satisfactory progress in mathematics by 18 percentage points to 83%.</p> |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black: 65% (10) | Black: 83% (13) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 2: Number Fractions (Grade 3) and Category 3: Geometry and Measurements (Grade 4 & 5).</p> <p>Students in this subgroup demonstrate difficulty assimilating and adapting to the English language. Many students require comprehension skills in English; therefore, assisting them in world problem acquisition.</p> | <p>Provide students with a print rich environment and exposure to math vocabulary and activities such as math word problems during the daily problem of the day activity. Students will be required to use SuccessMaker daily for 30 minutes.</p> <p>Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Mathematics Benchmarks</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work <p>Summative Assessment:</p> <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |

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

| | |
|--|---|
| <p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p> | <p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 61% of English Language Learners achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the satisfactory progress of English Language Learners by 2 percentage points to 63%.</p> |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 61% (126) | 63% (130) |

Problem-Solving Process to Increase Student Achievement

| | | | | | |
|--|--|--|-----------|-----------------|--|
| | | | Person or | Process Used to | |
|--|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|-------------------------------------|--|---|
| 1 | <p>The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Reporting Category 2: Number Fractions (Grade 3) and Category 3: Geometry and Measurements (Grade 4 & 5).</p> <p>Students would benefit from additional exposure to math vocabulary. With a low mathematics base, this hinders students from grasping the meaning of three dimensional objects, polygons, and the difference of the metric and customary units of measurements in math.</p> | <p>Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations. Providing them real life connections to their backgrounds and assimilating the math concepts from their countries. Students will use Successmaker math for 30 minutes daily.</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work <p>Summative Assessment:</p> <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |

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

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | The results of the 2012 FCAT 2.0 Mathematics Test indicate that 37% of Students with Disabilities achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase the satisfactory progress of Students with Disabilities by 6 percentage points to 43%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% (9) | 43% (11) |

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>Students require additional instruction and exposure in the area of mathematic concepts. Students are not familiar with mathematic concepts used on a daily basis.</p> <p>Students require additional instruction and exposure in the area of measurement tools.</p> <p>Students are not exposed to technology and require visual stimulus to develop conceptual understanding of measurement</p> | <p>Provide students with additional opportunities to use virtual labs along with the use of research based computer tutorial programs like Reflex and GIZMOS.</p> <p>Provide students with the use of guided discussions in order to engage students in real life math problems.</p> <p>Students will be exposed to continuous repetition and practice while learning new math concepts</p> | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work <p>Summative Assessment:</p> <ul style="list-style-type: none"> •2013 FCAT 2.0 Mathematics Test |

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

| | | | | | |
|---|---|--|---|--|--|
| 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 72% of Economically Disadvantaged Students achieved Adequate Yearly Progress. Our goal for the 2012-2013 school year is to increase the progress of Economically Disadvantaged students by 3 percentage points to 75%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 72%(230) | | 75%(240) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were Reporting Category 2: Number Fractions (Grade 3) and Category 3: Geometry and Measurements (Grade 4 & 5). Our students need additional support after the concepts are taught. They need differentiated instruction in addition to the regular instruction in the classroom. They require additional instructional time in mathematics. | Provide students interventions in a pull-out model. Students will be participating in a tutorial program using the Reflex Math Tutorial computer program on a daily basis. Students will use SuccessMaker Math on a daily basis for 30 minutes. Provide FCAT 2.0 Saturday Camp where students are exposed to weekly Mathematics Benchmarks with emphasis on geometry and measurement as well as number fractions. | Administration | Conduct bi-weekly assessments and review data to ensure progress is occurring and align curriculum to the needs of the students. Review GIZMOS, Reflex Math, and SuccessMaker Reports. | Formative Assessments: •SuccessMaker Math reports •GIZMOS and Reflex computer reports •District Interims •Student Authentic Work Summative Assessment: •2013 FCAT 2.0 Mathematics Test |

End of Elementary School Mathematics Goals

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| Common Core Standards | K-5 | Math Liasion | School-wide | 9/17/2012 | Classroom visits/modeling Grade Level planning sessions | Math Liasion |
| Destination Learning Math | K-5 | Math Liasion | School-wide | 9/26/2012 | Classroom visits/modeling Grade Level planning sessions | Math Liasion |
| Gizmos | K-5 | Math Liasion | School-wide | 2/12/2013 | Classroom visits/modeling Grade Level planning sessions | Math Liasion |
| Math Interventions | K-5 | Math Liasion | School-wide | 11/28/2012 | Classroom visits/modeling Grade Level planning sessions | Math Liasion |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--|--------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Common Core Flip Charts | Implementation of Common Core | Title I Funds | \$263.34 |
| Common Core Math Assessments 4-5 | Common Core Instruction | Title I Funds | \$317.45 |
| | | | Subtotal: \$580.79 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reflex Math | Math software to target benchmarks | Title 1 Funds | \$2,200.00 |
| | | | Subtotal: \$2,200.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Dinah Zikes Big Book of Math Notebook Foldables | Math Common Core/Benchmarks | Title I Funds | \$151.45 |
| | | | Subtotal: \$151.45 |
| | | | Grand Total: \$4,432.24 |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|---|--|---|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | | The results of the 2012 FCAT 2.0 Science Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 33%. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 29% (41) | | 33% (47) | | | |
| 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 FCAT 2.0 Science Test was Reporting Category 2-Earth and Space Science and Category 3-Physical Science. | Provide students the opportunities to develop and participate in science projects in order to increase scientific thinking and the development and | Administration | Review science journals to demonstrate higher order thinking and real world application. Monitor teacher questioning through | Formative Assessments: •District Interims Summative Assessment: |

| | | | | | |
|---|---|--|--|--|------------------------------|
| 1 | Students require additional opportunities to participate in hands-on science activities, as well as incorporating Rigor and relevance to all lessons. | implementation of inquiry-based activities that allow students to increase the rigor and relevance in the classroom. | | classroom walkthroughs and lesson plans. | •2013 FCAT 2.0 Science Test. |
|---|---|--|--|--|------------------------------|

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

| | |
|--|--|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | The results of the 2012 Florida Alternate Assessment Science Test indicate that 0% of students achieved a proficiency level 4, 5, or 6. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student proficiency by 10 percentage points to 10% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) | 10% (1) |

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 additional opportunities to participate in hands-on science activities. Students need real objects for tactile exploration and recognition of basic scientific concepts. | Students will be provided with objects/pictures for exploration and identification of key scientific concepts. Students will be able to use Unique Learning and Learning Today on a daily basis. Students will be provided with hands on experiences in order for them to manipulate and explore actions and outcomes. Students will also be provided with continuous review and practice while learning new science concepts. | Administration | Review science journals to demonstrate higher order thinking and real world application. Monitor teacher questioning through classroom walkthroughs and lesson plans. | Formative Assessments: •Unique Learning •Learning Today Summative Assessments: •2013 Science Florida Alternate 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 science. Science Goal #2a: | The results of the 2012 FCAT 2.0 Science Test indicate that 8% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 10%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 8% (11) | 10% (14) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | <p>The area of deficiency as noted on the 2012 FCAT 2.0 Science Test was Reporting Category 2-Earth and Space Science and Category 3-Physical Science</p> <p>Students require additional opportunities for extension activities and higher order thinking activities.</p> | <p>Incorporate more thorough and complex labs for students to engage in critical thinking, as well as using GIZMOS during instruction</p> | Administration | <p>Monitor student labs and lab logs weekly.</p> <p>Analyze computer assisted program reports to determine student needs.</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •District Interims <p>Summative Assessment:</p> <ul style="list-style-type: none"> •2013 FCAT 2.0 Science Test |

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

| | |
|--|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | The results of the 2012 Florida Alternate Assessment Science Test indicate that 50% of students achieved a proficiency level 7, 8, or 9. Our goal for the 2012-2013 school year is to retain level 7, 8, and 9 student proficiency at 50%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (1) | 50% (1) |

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>Students require additional opportunities to participate in hands-on science activities.</p> <p>Students need real objects for tactile exploration and recognition of basic scientific concepts.</p> | <p>Students will be provided with objects/pictures for exploration and identification of key scientific concepts. Discovery Education will also be used to provide the students with a visual aide.</p> <p>Students will be provided with hands on experiences in order for them to manipulate and explore actions and outcomes.</p> <p>Students will also be provided with continuous review and practice while learning new science concepts.</p> <p>Incorporate more thorough and complex labs for students to engage in critical thinking, as well as</p> | Administration | <p>Review science journals to demonstrate higher order thinking and real world application.</p> <p>Monitor teacher questioning through classroom walkthroughs and lesson plans.</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> •Unique Learning •Learning Today •GIZMOS <p>Summative Assessments:</p> <ul style="list-style-type: none"> •2013 Science Florida Alternate Assessment |

| | | | | |
|--|--|---|--|--|
| | | using GIZMOS, Unique Learning, and Learning Today during instruction. | | |
|--|--|---|--|--|

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Discovery Education | K-5 | Science Liasion | School-wide | 01/30/2013 | Classroom Implementation | Science Liasion |
| Science skills and concepts | K-5 | Science Liasion | School-wide | 03/13/2013 | School Science Projects | Science Liasion |
| Gizmos | 4th -5th | GIZMOS Facilitator | 4th -5th grade level teachers | 02/13/2013 | Computer Assisted Reports | Science Liasion |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|--------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| PASSWORD Science Vocabulary Books | Student workbooks utilized to improve science vocabulary skills | Title 1 Funds | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| | | | Subtotal: \$1,500.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Science Boot Camp | Science lab templates to incorporate while conducting science experiments. | Title 1 Funds | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| | | | Grand Total: \$5,500.00 |

End of Science Goals

Writing Goals

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

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

| | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | Based on the analysis of student achievement data, 69% of students in grade 4 achieved mastery on the 2012 Writing FCAT 2.0 Assessment. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher to 72%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 69% (87) | 72% (91) |

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 additional instruction in writing to increase their vocabulary development and usage of supporting details. | A writing rotation schedule will be implemented to expose students to various teaching styles and teachers will teach their "expert" writing strategies to different classes. Students will also be introduced to vivid vocabulary and writing strategies. Interventionists will be doing push-in model to assist the students in small groups with their writing. | Administration | Review Bi-weekly writing prompts through the use of Edusoft. | Formative Assessments: •Pre and Post-Writing Assessment. Summative Assessments: •2013 FCAT 2.0 Writing 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: | The results of the 2012 Florida Alternate Assessment Writing Test indicate that 100% of students achieved a proficiency level 4 or higher. Our goal for the 2012-2013 school year is to retain level 4 or higher student proficiency at 100%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (1) | 100% (1) |

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 additional instruction in learning how to associate activities with concrete objects/pictures to familiar events to show a preference. | Students will use visuals with sentences to facilitate matching them to an appropriate topic. Students will be able to use picture cards to create sentences and paragraphs on topic. Students will also be allowed to dictate written responses. | Administration | Review Bi-weekly writing prompts | Formative Assessments: •Learning Today •Pre and Post-Writing Assessment. Summative Assessments: •2013 Writing Florida Alternate |

| | | | | | |
|--|--|--|--|--|------------|
| | | Students will be provided with continuous repetition and practice while learning new writing concepts. | | | 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 |
|-------------------------------------|---------------------|----------------------------------|---|--|--|---|
| Vivid vocabulary/writing strategies | 3rd – 5th | 4th grade teachers | School-wide | 03/13/2012 | Share strategies with staff during grade level/faculty meetings and professional development days. | Principal |

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

| | |
|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| | Our goal this year is to increase attendance by 0.5% to 96.69% by minimizing absences due to illness and truancy and to create a climate in our school where parents, |

| | |
|--|--|
| 1. Attendance Attendance Goal #1: | students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) by 13 students. In addition, our goal for this year is to decrease the number of students with excessive tardies (10 or more) by 5 students. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 96.19% (850) | 96.69% (855) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 253 | 240 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 98 | 93 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|-----------------|
| 1 | Students have a difficult time attending school when themselves or the parents have an illness. | Establish an attendance intervention plan where student attendance is monitored throughout the year. Students will receive quarterly incentives. The Health Connect staff at our school will also speak to our students about how to take proper care of themselves in order to avoid illnesses | Administration | Monitor student attendance and excused/unexcused absences. Notify parents of absences and attendance/school contract. | COGNOS Reports |
| 2 | Transportation is a concern for parents; therefore students have a difficult time arriving to school on time. | Establish a tardy intervention plan where student's tardies are monitored throughout the year. Students will receive quarterly incentives. | Administration | Monitor student tardies. Notify parents of tardies and tardy policy. | 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 |
|------------------------------------|---------------------|-------------------------------------|---|--|--|---|
| Attendance Review Committee (ARC) | K-2 3-5 | Leslie Longfield Lissette Garcia | School-Wide | August 2012-July 2013 | Discuss trends with the students and make improvements where needed. | Attendance Review Committee (ARC) members |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|------------------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Students will receive quarterly incentives. | Gift cards, toys, and other items. | EESAC | \$3,000.00 |
| | | | Subtotal: \$3,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$3,000.00 |

End of Attendance Goal(s)

Suspension Goal(s)

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

| | |
|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | Based on the analysis of student suspensions, our goal for the 2012-2013 school year is to decrease suspensions by 9%. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 26 | 23 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 21 | 19 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |

| | | | | | |
|---|---|---|---|---|--|
| 11 | 10 | | | | |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | |
| 9 | 8 | | | | |
| 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 | Code of Student Conduct is not being properly followed by students, thereby increasing inappropriate behaviors. | Maintain and enforce classroom behavior and rules and list any infractions on the School-Wide Discipline Action Plan. | Administration | Monitoring of Student Case Management Referrals to ensure that student behavior is not being repeated Counseling Services. | Suspension Report COGNOS report |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|-----------------------------------|---|--|--------------------------------------|---|
| Code of student conduct | K-5 | Assistant Principal and Counselor | School-wide | AP Training- 10/11/12 School Training- 11/7/12 | Reduced Incident Reports/Suspensions | A.P.s |

Suspension Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

| | | | | | |
|--|--|----------|---|---|-----------------|
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | N/A | | | | |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: | | | | |
| 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 | | | | | |
| 2 | | | | | |

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

| | | | | | |
|---|--|---|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
| 1. STEM STEM Goal #1: | | Based on 2012 school data, a science night will be implemented in order to inform students and parents on the scientific process skills which students must follow in order to complete a science fair project. | | | |
| 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 | Many students are having problems understanding the scientific method and how to properly apply it to their science fair projects. Therefore additional exposure is needed in order to familiarize the students with the Scientific Process. | Students, parents, and teachers will be invited to attend a Mad Scientist Night. During this event students and parents will be taught how to follow the scientific process while conducting live science labs. | Administration | Monitoring of students lab reports and the use of the scientific method while conducting labs in the classroom. | <ul style="list-style-type: none"> •Science Journals •Observations |

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 | McCall-Crabbs Readers | Reading Comprehension | Title I Funds | \$336.75 |
| Reading | Common Core Flip Charts | Implementation of Common Core | Title I Funds | \$263.34 |
| CELLA | Picture Spellers for Young Writers | ELL based program to increase vocabulary | Title I Funds | \$438.90 |
| Mathematics | Common Core Flip Charts | Implementation of Common Core | Title I Funds | \$263.34 |
| Mathematics | Common Core Math Assessments 4-5 | Common Core Instruction | Title I Funds | \$317.45 |
| Science | PASSWORD Science Vocabulary Books | Student workbooks utilized to improve science vocabulary skills | Title 1 Funds | \$2,000.00 |
| Attendance | Students will receive quarterly incentives. | Gift cards, toys, and other items. | EESAC | \$3,000.00 |
| | | | | Subtotal: \$6,619.78 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | BRAINPOP/BRAINPOP Junior. | Reading Software to target benchmarks | Title I Funds | \$1,650.00 |
| Reading | (2) IPAD Learning Carts | Mobile IPAD Storage Units | Title I Funds | \$14,118.00 |
| Reading | (40) IPADS | IPADS for Whole Class Instruction | Title I Funds | \$4,700.00 |
| Mathematics | Reflex Math | Math software to target benchmarks | Title 1 Funds | \$2,200.00 |
| | | | | Subtotal: \$22,668.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Reading Coach/Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| Mathematics | Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| Science | Teachers | Training for Common Core/Benchmarks Implementation | 6010-General Funds | \$1,500.00 |
| | | | | Subtotal: \$4,500.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Take it to Your Seat Literacy Centers | Center-building activities for Differentiated Instruction | Telemundo Funds/Dade Partners | \$1,633.95 |
| Mathematics | Dinah Zikes Big Book of Math Notebook Foldables | Math Common Core/Benchmarks | Title I Funds | \$151.45 |
| Science | Science Boot Camp | Science lab templates to incorporate while conducting science experiments. | Title 1 Funds | \$2,000.00 |
| | | | | Subtotal: \$3,785.40 |
| | | | | Grand Total: \$37,573.18 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority

jn Focus

jn Prevent

jn NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|--|------------|
| Utilize funds to purchase incentives for quarterly student attendance raffles. | \$3,000.00 |

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

The School Advisory Council (EESAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. The following committees will be presenting issues regarding the following throughout the 2012-2013 school year:

Class Size: EESAC members have discussed how the decrease in class size will affect our school.

Training: EESAC has members who offer workshops to staff members and parents. Also, District professional development will be utilized to train new members of the EESAC.

Instructional Materials: EESAC will pay for the attendance incentives.

Staffing: School Principal shares personnel matters through reports at EESAC meetings.

Other Matters of Resource Allocation: The committee shares any concerns which are addressed by the members during meetings.

Benchmarking: Reading Coaches present their reports at each meeting.

School Safety & Discipline: Chairperson for Discipline committee presents report to the EESAC.

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 JAMES H. BRIGHT ELEMENTARY 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 76% | 78% | 87% | 68% | 309 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 64% | 47% | | | 111 | 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? | 64% (YES) | 56% (YES) | | | 120 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 540 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Dade School District JAMES H. BRIGHT ELEMENTARY 2009-2010 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 73% | 76% | 93% | 30% | 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 | 70% | 62% | | | 132 | 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? | 74% (YES) | 59% (YES) | | | 133 | 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 | | | | | 537 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |