

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TOUSSAINT L'OUVERTURE ELEMENTARY

District Name: Dade

Principal: Dr. Liliane A. Delbor

SAC Chair: Rosanna Rodriguez

Superintendent: Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/12/2012

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

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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Liliane A. Delbor	Bachelor of Arts Degree in History-French from Brooklyn College, N.Y.  Masters of Science Degree in Guidance and Counseling from Brooklyn College, N.Y.  Ed. D in Educational Leadership from Nova Southeastern University, Miami Florida  Principal Certification in the State of	8	18	'11 '10 '09 '08 '07 School Grade C A A C C AYP N N Y N N High Standards Rdg. 58 74 79 62 63 High Standards Math 72 66 74 64 54 Lrng Gains-Rdg. 46 59 76 61 65 Lrng Gains-Math 52 63 72 60 52 Gains-Rdg-25% 30 68 84 58 61 Gains-Math-25% 57 84 84 68 58

		Florida			
Assis Principal	Trellany Parrish-Gay	Bachelor of Science-Business Administration from Florida Memorial University Master of Science with Management with a specialization in Public Management from St. Thomas University ED.S- Educational Leadership from Nova University Certifications: Business Education (6-12) and Educational Leadership	1	11	Assistant Principal of Curriculum at North Miami Middle School (2009-2011) Assistant Principal of Frederick Douglass Elementary (11/2011- 4/2012) 12 11 10 09 School Grade D C C D AYP N N N AMO _____ High Standards Rdg. 20 44 45 42 High Standards Math 34 44 42 36 Lrng Gains-Rdg. 59 61 59 58 Lrng Gains-Math 57 61 65 56 Gains-Rdg-25% 66 75 67 70 Gains-Math-25% 68 68 67 64 Assistant Principal of West Miami Middle School (10/2001-6/2007) 07 06 School Grade B A AYP N P High Standards Rdg. 57 59 High Standards Math 58 60 Lrng Gains-Rdg. 58 74 Lrng Gains-Math 65 71 Gains-Rdg-25% 70 80 Gains-Math-25% 68 67

### 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	Rosanna Rodriguez	Bachelors in Foreign Language & Literatures, Catholic University, Milan Italy Masters in Elementary Education from FIU, Miami Florida Reading And ESOL endorsement Certification in Elementary Education 1-6	12	7	'12' '11 '10 '09 '08 School Grade B C A A C____ AYP N N Y N AMO _____ High Standards Rdg. 32 58 74 79 62 High Standards Math 39 72 66 74 64 Lrng Gains-Rdg. 64 46 59 76 61 Lrng Gains-Math 66 52 63 72 60 Gains-Rdg-25% 87 30 68 84 58 Gains-Math-25% 83 57 84 84 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	Mentoring / Team Teaching	Assistant Principal, Reading Coach, Grade Level Chairs	June 07,2012	
2	Professional Development	Reading Coach, Grade Level Chairs, Media Specialist	June 07,2012	
3	Opportunities for Advancement	Principal	June 07,2012	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 (Teaching out of field) 0 (Less than effective rating)	

## 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
36	0.0%(0)	19.4%(7)	41.7%(15)	38.9%(14)	44.4%(16)	100.0%(36)	8.3%(3)	0.0%(0)	69.4%(25)

## 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

Toussaint Louverture Elementary provides additional remediation through extended learning opportunities (before-school and/or after-school programs, Saturday Academy and summer camp). Staff members attend professional development offered by the district Title II and Title III funding. 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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coach funded by Title I 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school

year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other programs offered at Toussaint Louverture Elementary include an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations.

#### Title I, Part C- Migrant

The school social worker in coordination with the Community Involvement Specialist and the District Migrant liaison coordinate with Title I and other programs to ensure that the unique needs of migrant students are met.

#### Title I, Part D

Services at our school target particularly fifth grade students in coordination with district Drop-out Prevention programs.

#### Title II

Toussaint Louverture Elementary facilitates the following for instructional personnel:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Toussaint Louverture Elementary uses Title III Funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Hardware and software for the development of language and literacy skills in reading, mathematics and science such as Waterford and KidBiz3000

#### Title X- Homeless

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

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Toussaint Louverture Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students through the school counselor. The counselor has been trained in the areas of violence prevention, bullying, stress management and crisis management.

#### Nutrition Programs

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

4) Recipient of the Fresh Fruit and Vegetable Grant.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

Parent English classes and life skills classes for adults are offered at Toussaint Louverture Elementary in collaboration with Jackson Senior High Adult Education and the Parent Academy.

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

##### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

##### Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County.

Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

The Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. 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; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring.

ESE Teacher: Participates in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

School Psychologist and School Counselor: Participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; facilitates data-based decision-making activities.

General Education 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 1 materials/instructions with Tier 2/3 activities.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School social worker
- Member of advisory group
- Community stakeholders

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The M four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction

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?

Toussaint Louverture Elementary emphasizes the use of on-going progress monitoring and focused interventions to target professional learning that meets specific instructional needs of our students. The team meets monthly to discuss academic, social and behavioral data that can affect students' progress. The team reviews the results of the biweekly assessments and Interim assessments to monitor progress within each grade level and classroom level

The model provides an effective mechanism, which based on data, identifies student needs and promptly delivers student intervention as well as job embedded professional development targeting these needs. The team supports teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the student's instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

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

The Leadership team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings once a month.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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 team meets with the Educational Excellence School Advisory Council (EESAC) Committee to help develop the SIP.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

#### 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.

Data will be used to guide instructional decisions and system procedures for all students to:

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

Baseline Data – Progress Monitoring and Reporting network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida

Comprehensive Assessment Test (FCAT), District Baseline Assessment.

Progress Monitoring - Monthly Assessments, Interim Assessment Midyear- Winter Interim Assessment, Florida Assessments for Instruction in Reading (FAIR)

End of Year – FAIR, FCAT, Stanford Achievement Test (SAT)

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RTI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RTI principles and procedures; and
3. providing a network of ongoing support for MTSS/RTI organized through feeder patterns.

Describe the plan to support MTSS.

Professional development will be provided during teachers' common planning time and during teacher planning days. An initial session regarding the implementation and challenges of the MTSS/ RtI model will take place in August 2012, prior to the beginning of the school year. The MTSS/ RtI team will also evaluate additional staff PD needs during the bi-weekly MTSS/ RtI Team meetings.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Our team includes the following individuals:

School Psychologist- Carole Dieudonne  
Instructional Reading Coach- Rosanna Rodriguez  
Media Specialist- Donna Potolsky  
SPED Teacher- Susanna Smith  
ELL Teacher- Kerlane Archer  
Grade-level Chair Teachers- Raymonde Piard, Marie Duplan, Kimberly Smakula, Rosetta Thomas  
School site Administrators- Lilliane Delbor and Trellany Parrish-Gay

The role of the school-based Literacy Leadership Team (LLT) includes the following:

- provide a common vision for the use of data-based decision-making,
- ensure that all strategies are implemented,
- conduct a survey to assess the professional development needs of school staff to ensure proper implementation of the CRRP
- ensure that intervention and support are implemented and documented,
- communicate with parents regarding school-based Reading plans and activities.
- create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

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

The Literacy Leadership Team (LLT) oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) at the school site level. The LLT monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology.

The LLT addresses issues related to reading instruction, professional development activities, mentoring, and data analysis and interpretation at the classroom level. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Rosanna Rodriguez, Instructional Coach: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on specifically based curriculum/behavior assessment and intervention approaches. 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; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring.

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

This team will meet at minimum once a quarter to:

- Review the school's implementation of the K-12 Comprehensive Research-Based Reading Plan;
- Assess professional development needs of staff related to reading instruction based on student performance data
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the K-12 CRRP.

## Public School Choice



### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. 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.

At Toussaint Louverture Elementary School local early childhood centers' parents are invited to an orientation session and a classroom walkthrough in order to have a more positive and smooth transition into Kindergarten. All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. In addition to academic/school readiness, all incoming Kindergarten students will be assessed in the area of social and emotional development.

Screening data will be collected and aggregated prior to September 10, 2012. Data will be used to plan daily academic and social/emotional instruction for whole group instruction as well as small group instruction for students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Toussaint Louverture Elementary will expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including our in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 20% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 10 percentage points to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (46)	30% (69)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following: Grade 3- Reading Application Grade 4- literary Analysis  Grade 5-Reading Application and informational Text	1a.1. Utilization of grade level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	1a.1 Administrators and Literacy Leadership Team (LLT)	1a.1. Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	1a.1 Formative: Bi-weekly assessments District Baseline and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment
	1.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2,	1.1. Utilization of grade level appropriate texts that include identifiable author's purpose for writing, including	1.1. Literacy Leadership Team (LLT)	1.1. Ongoing classroom assessments focusing on students' knowledge of reading applications. Student Work Folder	1.1. Formative: Bi-Weekly assessments  Summative: 2012

2	Reading Application.	informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts at different Webb depth of knowledge levels. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	Administration Walk-throughs	FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 11% of students achieved proficiency Levels 4 and 5.  Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 4 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

11%(26)

11%(35)

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	2a.1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis.	2a.1 Identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.	2a.1 Administrators and LLT	2a.1 Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	2a.1. Formative: Bi-weekly assessments District Baseline and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading 2.0 Test indicate that 64% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of student making learning gains by 5percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (86)	69% (92)

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	3a.1. The areas of deficiencies as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following:  Grade 3- Reading Application Grade 4- literary Analysis  Grade 5-Reading Application and informational Text	3a.1. Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	3a.1 Administrators and LLT	3a.1. Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	3a.1 Formative: Bi-weekly assessments District Baseline and Interim Assessments  Summative: 2013 FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 87% of students in the lowest 25% subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (32)	92% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1 The areas of deficiencies as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following:  Grade 3- Reading Application Grade 4- literary Analysis  Grade 5-Reading Application and informational Text	4a.1. Implement before and after school tutoring through the 21st Century and the Easter Seal grants. In addition, increase utilization of Voyager and SuccessMaker to remediate and monitor student progress. Tutoring sessions will be more structured to increase student achievement.	4a.1 Administrators and LLT	4a.1. The reading coach and teachers will review SuccessMaker reports weekly to ensure students are making adequate progress and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	4a.1. Formative: SuccessMaker reports  Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal is to decrease by 50% the non-proficient students from the Baseline of 2011 to the administration of 2017 FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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

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 31% in the Black Subgroup and 32% in the Hispanic Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Black Subgroup making learning gains by 18 percentage points to 49% and 26 percentage points to 58%.  The White, Hispanic, Asian and American Indian school populations are not large enough to be considered subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black:  
31% (63)  
Hispanic:  
32% (8)

Black:  
49% (99)  
Hispanic:  
58% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application for Black and Hispanic subgroups.	5B.1. Provide a variety of instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Teachers will increase the use of CRISS strategies such as illustrations/diagrams, task cards, graphic organizers, highlighting texts, note-taking, story maps, retelling, think-pair-share.	5B.1. Administrators and LLT	5B.1. Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	5B.1. Formative: Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 24% in the English Language Learners (ELL) Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup making learning gains by 27 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (23)	51% (49)

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	5C.1 ELL: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary and 2, Reading Application.  Forty two percent of our students are English Language Learners (ELL).	5C.1. Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, personal dictionaries, instruction in shades of meaning and content, affix or root words, reading from a wide variety of texts. Teachers will increase	5C.1. Administrators and LLT	5C.1. Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	5C.1. Formative: Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment

The area of development was vocabulary necessary to be successful in Reading Application	the use of ESOL and CRISS strategies such as illustrations/diagrams, task cards, graphic organizers, highlighting texts, note-taking/outline notes, story maps, retelling, think-pair-share.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The school population of students with Disabilities (SWD) is not large enough to be considered a subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	30% (5)

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	5D.1 The areas of deficiencies as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following:  Grade 3- Reading Application Grade 4- literary Analysis  Grade 5-Reading Application and informational Text	5D.1 Implement before and after school tutoring through the 21st Century and the Easter Seal grants. In addition, increase utilization of SuccessMaker to remediate and monitor student progress. Tutoring sessions will be more structured to increase student achievement.	5D.1 Administrators and MTSS/RtI	5D.1 The reading coach and teachers will review SuccessMaker reports weekly to ensure students are making adequate progress and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	5D.1 Formative: SuccessMaker reports.  Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 32% of students in the Economically Disadvantaged (ED) Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroup making learning gains by 18 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (73)	50% (114)

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
	5E.1. The area of deficiency as	5E.1. Provide a variety of	5E.1. Administrators and	5E.1. Following the FCIM	5E.1. Formative:



1	noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.	instructional strategies and activities that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Teachers will increase the use of CRISS strategies such as illustrations/diagrams, task cards, highlighting texts, note-taking/outline notes, story maps, retelling, think-pair-share.	LLT	model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-3	Reading Coach and District Personnel	K-3 grade teachers	September 11, 2012	Student work folders and classroom walkthroughs	Leadership Team
SuccessMaker	3rd-5th Grade	SuccessMaker Representative	k-3 Teachers	September 28, 2012	SuccessMaker Reports	Leadership Team
MTSS/RtI Principles and Procedures	K-5	SPED Teacher	K-5 teachers	November 6, 2012	SuccessMaker and Voyager Reports	Leadership Team and MTSS/RtI Team

Reading Budget:

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

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

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA indicate that 30% of ELL students scored at proficiency levels in Listening/Speaking.  Our goal for the 2012-2013 school year is to maintain the percentage of ELL students scoring proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
30% (55)					
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	1.1. Forty two percent of our students are English Language Learners (ELL) who require additional support for vocabulary necessary to be successful in Listening .	1.1 Teachers will increase the use of ESOL strategies such as Think/Pair/Share, Retelling, Summarizing Audio Books, Videos/CDs/Cassettes, Interactive Word Walls Word Banks/Vocabulary Notebooks	1.1 Administrators and LLT	1.1 Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	1.1 Formative: Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment 2013 CELLA

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 indicate that 21% of ELL students scored at proficiency levels in Reading.  Our goal for the 2012-2013 school year is to maintain the percentage of ELL students			
2012 Current Percent of Students Proficient in reading:					
21% (39)					
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	2.1 Forty two percent of our students are English Language Learners (ELL).	2.1 Teachers will increase the use of ESOL and CRISS strategies such as illustrations/diagrams, task cards, graphic organizers, highlighting texts, note-taking/outline notes, story maps, retelling, think-pair-share. Teachers will focus on Key Vocabulary, Vocabulary with Context Clues, Using Multiple Meaning Words, Interactive Word Wall, Use of Word Banks/Vocabulary Notebooks and using the Heritage Language/English Dictionary.	2.1 Administrators and LLT	2.1 Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	2.1. Formative: Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT2.0 Assessment 2013 CELLA

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 indicate that 17% of ELL students scored at proficiency levels in Writing.

Our goal for the 2012-2013 school year is to maintain the percentage of ELL students scoring proficient in Writing.

2012 Current Percent of Students Proficient in writing:

17% (31)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Forty two percent of our students are English Language Learners (ELL).	3.1 Teachers will increase the use of strategies such as: -using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, -sequencing ideas in a logical manner using transitional words or phrases -using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts) -using linear graphic	3.1 Administrators and LLT	3.1 Following the FCIM model, the reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	3.1 Formative: Bi-weekly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT2.0 Assessment 2013 CELLA

		organizers including timelines and storyboards to include main idea, characters, setting, problem, events, solution, and ending -writing daily to increase fluency.		
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CELLA Budget:

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

# 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 25% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 14 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (58)	39% (90)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were the following:  Grade 3- Number: Fractions Grade 4 and 5- Geometry & Measurement	1a.1. Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.  -Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. -Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional	1a.1. Administrators and MTSS/RtI Team	1a.1. Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	1a.1. Formative: monthly assessments, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment

	shapes/objects. -Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area including the selection of appropriate units, strategies, and tools to solve problems involving these measures.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics test indicate that 12% 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 6 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (28)	18% (42)

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
	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test were the following:	2a.1. -Select rigorous, real-world problems, aligned to Base ten & Fractions -Provide contexts for mathematical exploration and the development of	2.1. Administrators and MTSS/RtI Team	2a.1. Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed. The MTSS/RtI will review	2a.1. Formative: monthly assessments, District Baseline and Interim Assessments.

1	Grade 3- Number: Fractions Grade 4 and 5- Geometry & Measurement	student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. -Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	data monthly and make recommendations based on needs assessment.	Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 66% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (88)	71% (95)

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
3a.1. The areas of deficiency	3a.1 Provide small group	3a.1. Administrators and	3a.1. Following the FCIM	3a.1. Formative:

1	as noted on the 2012 FCAT 2.0 Mathematics Test were the following:  Grade 3- Number: Fractions Grade 4 and 5- Geometry & Measurement	instruction to target Geometry & Measurement as well as Number: Fractions content clusters in the mathematics instructional block through push-in and pull out tutoring. -Engage students in activities to use technology (such as SuccessMaker, Holt online intervention resources, Gizmos) that include visual stimulus to develop conceptual understanding of numbers.	MTSS/RtI Team	model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to determine effectiveness of strategies. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	monthly assessments, SuccessMaker reports, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 83% of students in the lowest 25% subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (31)	88% (33)

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
4a.1. The areas of deficiencies	4a.1. Identify lowest	4a.1. Administrators and	4a.1. Review formative	4a.1. Formative:



1	as noted on the 2012 FCAT 2.0 Mathematics Test were Geometry & Measurement and Number: Fractions.	performing students in grades 3-5 based on 2012 FCAT results as well as Baseline Benchmark Assessment. Provide tutoring for students through the 21 CCLC after school program at least 3 times per week. Provide pullout tutoring for targeted students using Success Maker and resources available in the HM "Go Math" series. Provide students the opportunity to develop quick recall of addition, subtraction, multiplication and division facts. Use manipulatives to enhance student learning. Provide students with grade-level appropriate opportunities to solve problems that require the child to explain their reasoning.	MTSS/Rti Team	assessment data reports as well as SuccessMaker reports.  Conduct data discussions with teachers and tutoring staff biweekly to determine effectiveness of strategies and assess progress of students.	monthly assessments, SuccessMaker reports, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal is to decrease by 50% the non-proficient students from the Baseline of 2011 to the administration of 2013 FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 31% in the Black Subgroup and 32% the Hispanic in the Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Black Subgroup making learning gains by 18 percentage points to 49% and 26 percentage points to 58% in the Hispanic subgroup .
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 31% (63) Hispanic: 32% (8)	Black: 49% (99) Hispanic: 58% (15)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1. Black: The area of deficiencies as noted on the 2012 FCAT 2.0 Mathematics Test, were	5B.1. Identify lowest performing benchmarks/clusters of those students not	5B.1. Administrators and MTSS/Rti Team	5B.1. Review formative assessment data reports as well as Success Maker reports.	5B.1. Formative: monthly assessments, SuccessMaker

1	Geometry & Measurement and Number: Fractions. Hispanic: The area of deficiencies as noted on the 2012 FCAT 2.0 Mathematics Test, were Geometry & Measurement and Number: Fractions.	making AYP based on the 2012 FCAT 2.0 results and the Baseline Benchmark Assessment, and provide targeted remediation within small groups. Monitor student participation in the 21 CCLC after school and Saturday school academies. Engage students in activities to use technology (such as SuccessMaker, HM Go Math online intervention resources, Gizmos, Riverdeep) that include visual stimulus to develop conceptual understanding of numbers.	Conduct data discussions with teachers and tutoring staff to determine effectiveness of strategies and assess progress of students.	reports, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 33% in the English Language Learners (ELL) Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup making learning gains by 28 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (32)	61% (59)

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	5C.1. The area of deficiencies as noted on the 2011 FCAT 2.0 Mathematics Test were Geometry & Measurement and Number: Fractions.  Forty two percent of our students are English Language Learners. The need to increase (ELL) the vocabulary and strategies necessary to be successful in Mathematics.	5C.1. Increase the utilization of hands-on activities and technology resources for English Language Learner students. Increase the utilization of ESOL strategies.	5C.1. Administrators and MTSS/RtI Team	5C.1. Following the FCIM model, the teachers will review assessment data bi-weekly and adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to determine effectiveness of strategies. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	5C.1. Formative: Monthly assessments, SuccessMaker reports, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 20% of Students with Disabilities (SWD) made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making learning gains by 18 points to 38%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3)	38% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies as noted on the 2012 FCAT 2.0 Mathematics Test were Geometry & Measurement and Number: Fractions.	Provide tutoring for students through the 21 CCLC after school program at least 3 times per week. Provide pullout tutoring for targeted students using Success Maker and resources available in the HM "Go Math" series. Provide students the opportunity to develop quick recall of addition, subtraction, multiplication and division facts. Use manipulatives to enhance student learning. Provide students with grade-level appropriate opportunities to solve problems that require the child to explain their reasoning.	Administrators, MTSS/RtI Leadership Team	Review formative assessment data reports as well as SuccessMaker reports.  Conduct data discussions with teachers and tutoring staff biweekly to determine effectiveness of strategies and assess progress of students.	Formative: Bi-weekly assessments, SuccessMaker reports, District Baseline and Interim Assessments.  Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 39% of students in the Economically Disadvantaged (ED) Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroup making learning gains by 13 percentage points to 62%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (89)	62% (141)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Economically Disadvantaged: The areas of deficiency as noted on 2012 FCAT 2.0 Mathematics Test were Geometry & Measurement and Number: Fractions.  This deficiency is due to limited understanding of operations of	5E.1. Provide targeted instruction to economically disadvantaged students who did not make one year growth learning gains in the 2012 FCAT 2.0 Mathematics administration through pull out, push in and the 21 CCLC before school,	5E.1. Administrators and MTSS/RtI Team	5E.1. Following the FCIM model, the teachers will review assessment data and adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to determine effectiveness of	5E.1. Formative: District Interim Assessments, school based monthly assessments.  Summative: 2013 FCAT 2.0 Mathematics Assessment

multiplication and division, measurement fractions and geometric concepts.	after school and Saturday Academy programs.	strategies. The MTSS/RtI will review data monthly and make recommendations based on needs assessment.	
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*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker	K-5	SuccessMaker representatives	K-5 teachers	September 28, 2012	Review of SuccessMaker reports and classroom walkthroughs	Administrators
IXL	2-5	IXL representative	2-5 Teachers	September 26, 2012	Review of IXL reports and classroom walkthroughs	Administrators
Discovery Learning	K-5	Discovery Learning representative	K-5 teachers	September 17, 2012	Classroom Walkthroughs	Administrators

Mathematics Budget:

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

*End of 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 40% of the students achieved proficiency (FCAT level 3).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 3 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (29)	43% (32)

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	1.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test are Earth & Space Sciences and Physical Science.  Students need to develop higher order thinking skills in order to increase levels of proficiency. They also need exposure to conducting and simulating experiments	1.1. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental designs in Earth & Space Science. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.	1.1. Administrators	1.1 Review ongoing classroom assignments and assessments that target application of the skills taught. Monitor implementation of Science Labs and Gizmo program.	1.1. Formative: School-site assessments  Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results on the 2012 FCAT 2.0 Science Test indicate that 8% of students achieved proficiency (FCAT Levels 4 and 5).  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels 4 and 5 by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6)	10% (7)

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	2.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test are Earth & Space Sciences and Physical Science.  Students need to develop higher order thinking skills in order to increase levels of proficiency. They also need exposure to conducting and simulating experiments	2.1. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.  Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.	2.1. Administrators	2.1. Review ongoing classroom assignments and assessments that target application of the skills taught. Monitor implementation of Science Labs and Gizmo program	2.1. Formative: School-site assessments  Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P-Sell	5th	University of Miami Representative	5th Grade Teacher	August 7, 2012	Classroom Walkthroughs	Administrators
Discovery Learning	K-5	Discovery learning representative	K-5 Teachers	September 17, 2012	Classroom Walkthroughs	Administrators

Science Budget:

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

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 87% of students scored Level 3.0 or higher.  Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 or higher from 2% to 89%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

87% (62)

86% (63)

### 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	1a.1. The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test were focus, elaboration and conventions in the area of narrative essays.	1a.1. During writing instruction teachers will demonstrate and have students practice each step of the writing process : pre-writing, drafting, revising, editing for language conventions, publishing; as well as the different writing applications. The students will use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts to develop focus and elaboration.	1a.1. Administrators and LLT	1a.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	1a.1. Formative: Students' scores on monthly writing assessments District Writing Mid-Year Test  Summative: 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:	N/A
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2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

### Problem-Solving Process to Increase Student Achievement



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

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
Focus, elaboration, editing techniques and rubric scoring	3-5	District Personnel	3-5 grade teachers	September 11, 2012, September 17, 2012 and October 11, 2012	Grade level sessions and classroom walkthroughs	Administrators and LLT
Writing Standards	Grades 3-5	Grade Level Chair and District Personnel	3-5 Teachers	October 2, 3, and 11 2012	Grade level sessions and classroom walkthroughs	Administrators and LLT

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for this year is to increase attendance to 0.5% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.  In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), by 5 and excessive tardiness (10 or more) by 5 students respectively.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.62% (501)	96.12% (504)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
160	152
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
103	98

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	1.1. Parents are not aware of the impact of absences on academic performance.	1.1. Identify students who may be developing a pattern of nonattendance and provide parent workshops.  Develop a school action plan which will include incentives for students who maintain high percentages of attendance	1.1. Assistant Principal	1.1. Monthly updates to faculty  Monthly attendance logs	1.1. Cognos reports Attendance rosters  Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5	Administration	Teachers and counselor	August 16, 2012	Assistant Principal will monitor Attendance reports	Assistant Principal

## Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 4.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
39	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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	1.1. The total number of teacher referrals for inappropriate behavior remains high.	1.1. The Assistant Principal and Guidance Counselor will conduct grade level and class sessions discussing the importance of good behavior. The sessions will familiarize students with the student code of conduct.  Selected students who model appropriate behavior will be recognized and receive incentives.	1.1. Administration	1.1. Monitor attendance and suspension reports	1.1. Attendance and suspension reports

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

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

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

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>	The PIP is located @ <a href="https://aap1.fldoe.org/bsa/Parentinvolvementplan/">https://aap1.fldoe.org/bsa/Parentinvolvementplan/</a>  A copy of our PIP has been uploaded.			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
30% (154)	40% (205)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of 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:		Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities.			
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 Science Test are Earth & Space Sciences and Physical Science.  Students need to develop higher order thinking skills in order to increase levels of proficiency. They also need exposure to conducting and simulating experiments.	-Student participation in science fair projects.  -Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts.	Administrators	Classroom Walkthroughs	Formative: School-site assessments  Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)



## FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Academic Incentives Media Center books	\$1,500.00

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

School Advisory Council will work in conjunction with school leadership team to develop, monitor and modify school improvement plan based on on-going student formative assessments.



# 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 TOUSSAINT L'OUVERTURE ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	72%	90%	35%	255	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	46%	52%			98	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?	30% (NO)	57% (YES)			87	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					440	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District TOUSSAINT L'OUVERTURE ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	66%	91%	51%	282	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	59%	63%			122	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?	68% (YES)	84% (YES)			152	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested