

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PAUL LAURENCE DUNBAR ELEMENTARY SCHOOL

District Name: Dade

Principal: Ann Lewis

SAC Chair: Eric Proctor

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ann Lewis	Bachelor of Science (Specific Learning Disabilities) Master of Science (ESOL) Certification: Educational Leadership K-12	4	8	'12 '11 '10 '09 '08 School Grade D C C C F AYP n/a No No No No High Standards Rdg. 32 50 56 48 14 High Standards Math 32 54 47 52 41 Lrng Gains-Rdg. 54 48 63 65 35 Lrng Gains-Math 54 54 60 53 71 Gains-Rdg-25% 65 53 57 75 36 Gains-Math-25% 61 60 70 53 79
		Bachelor of Science (Psychology) Master of Science (Education) Certification:			'12 '11 '10 '09 08 School Grade D C C C C AYP n/a No No No No

Assis Principal	Maria de Armas	Educational Leadership K-12 Elementary Education 1-6 Physical Education K-12 Endorsements: ESOL	3	3	High Standards Rdg. 32 50 56 48 49 High Standards Math 32 54 47 52 55 Lrng Gains-Rdg. 54 48 63 65 59 Lrng Gains-Math 54 54 60 53 62 Gains-Rdg-25% 65 53 57 75 81 Gains-Math-25% 61 60 70 59 82
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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)
Math	Marta Torres	Bachelor of Arts (Education) Masters of Arts (Teaching and Learning) Educational Specialist (Curriculum, Instructional, Administration and Management) Certification: Elementary Education and Primary K-6 Endorsements: ESOL	12	2	'12 '11 '10 '09 08 School Grade X C C C C AYP n/a No No No No High Standards Rdg. 32 50 56 48 49 High Standards Math 32 54 47 52 55 Lrng Gains-Rdg. 54 48 63 65 59 Lrng Gains-Math 54 54 60 53 62 Gains-Rdg-25% 65 53 57 75 81 Gains-Math-25% 61 60 70 59 82
Reading	Desiree Perkins	Bachelor of Speech and Language Pathology Masters of Science in Reading/ESE K-12 Certification: Reading K-12 Speech Correction K-12	2	13	'12 '11 '10 '09 08 School Grade D C C F F AYP n/a 79 85 74 No High Standards Rdg. 32 15 12 12 14 High Standards Math 3 2 41 42 38 41 Lrng Gains-Rdg. 54 41 41 45 35 Lrng Gains-Math 54 70 77 64 71 Gains-Rdg- 25% 65 25 57 61 36 Gains-Math- 25% 61 25 65 71 79
Reading	Seres Victor	Bachelor of Arts (English) Certification: English Reading Educational Leadership	1	21	'12 '11 '10 '09 08 School Grade X C C F F AYP n/a 79 85 74 No High Standards Rdg. 22 15 12 12 14 High Standards Math 46 41 42 38 41 Lrng Gains-Rdg. 64 41 41 45 35 Lrng Gains-Math 66 70 77 64 71 Gains-Rdg- 25% 84 25 57 61 36 Gains-Math- 25% 74 25 65 71 79
Science	Shovon Bethune	Bachelor of Arts (Education) Masters of Arts (Counseling) Certification: Elementary Education Guidance	1	9	'12 '11 '10 '09 08 School Grade B A C A A School AYP n/a N N N Y High Standards Rdg. 42 58 58 54 53 High Standards Math 55 73 70 64 61 Lrng Gains-Rdg 73 65 57 68 63 Lrng Gains-Math 71 71 57 70 73 Gains-Rdg- 25% 74 54 37 61 75

Counselor

Endorsements:
ESOL

Gains-Math- 25% 75 63 52 75 NA

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	Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T) program	Principal Assistant Principal	On-going	
2	Regular meeting of new teachers with the Principal	Principal	On-going	
3	Attend on-going Professional Development	Principal Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Teacher will receive assistance in identifying required courses to become highly effective.

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
35	0.0%(0)	2.9%(1)	37.1%(13)	60.0%(21)	34.3%(12)	71.4%(25)	25.7%(9)	0.0%(0)	57.1%(20)

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
No data submitted			

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with Title II and Title III in ensuring staff development needs are aligned with the outcome measures. Support services are provided to all students in need of assistance. Curriculum Coaches and the Leadership Team evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

Paul Laurence Dunbar Elementary provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique need of migrant students are met.

Title I, Part D

N/A

Title II

Title II

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

Title III

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL), immigrant and homeless students by providing funds to implement and/or provide: Tutorial programs, Behavioral/Mental Counseling Services, Professional development on best practices for ESOL and content area teachers

Title X- Homeless

Title X- Homeless

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.

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 and 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.

Project Upstart will be implementing a 2010 summer academic enrichment camp for students in four 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.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students

through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Training and technical assistance for elementary teachers administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

Housing Programs

N/A

Head Start

Paul Laurence Dunbar Elementary has a PRE-K full-day program.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our School (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and social and human services on school grounds. The Health Connect clinic is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and full –time Health Aide. HCiOS services reduces barriers to care, connects eligible students with health insurance and medical home, and provides cares for students who are not eligible for other services. HCiOS enhances the health education activities provided by the school and health department.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
Reading Coach
Math Coach/PD Liaison
Science Coach
Guidance Counselor
Media Specialist
Primary Grade Level Chair
Intermediate Grade Level Chair
SPED Teacher
ESOL Teacher
Interventionist
School Psychologist
School Social Worker
Heat Tutoring Lead Teacher

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

The following steps will be considered by Paul Laurence Dunbar's school MTSS Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS Leadership Team will 1. Monitor academic and behavior data evaluating progress by addressing the

following important questions: What will all students learn? (Curriculum based on standards). How will we determine if the students have learned? (Common assessments). How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions). How will we respond when students have learned or already know? (Enrichment opportunities). 2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. 3. Hold regular team meetings. 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress. 5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

At Paul Laurence Dunbar the MTSS Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving 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. MTSS leadership is vital; therefore, in building our team we have considered the following: Administrators who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as: School reading, math, science, and behavior specialists, Special education personnel, School guidance counselor, School psychologist, School social worker, Member of advisory group, and Community stakeholders.

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 Leadership Team at Paul Laurence Dunbar 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.

At Paul Laurence Dunbar the data will be used to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the delivery of behavior management system, adjust the allocation of school based resources, drive decisions regarding targeted professional development and create students growth targets in order to identify and develop interventions.

Academic data sources that will be used at Paul Laurence Dunbar will include: FAIR, formative school site bi-weekly assessments, district assessments, formal and informal teacher assessments, the summative FCAT Assessment, student's grades and SuccessMaker utilization and progress reports.

Behavior data sources that will be used at Paul Laurence Dunbar will include: Student Case Management System, detentions, suspensions, and attendance.

Describe the plan to train staff on MTSS.

At Paul Laurence Dunbar staff will be provided with District professional development, as well as in-house professional development by the faculty and/or leadership team members. The staff will be provided with support in understanding basic RtI principles and procedures.

Describe the plan to support MTSS.

The following support system has been put in place to support MTSS: The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to the alignment with effective core instruction and behavioral support 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.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ann Lewis, Principal
Maria de Armas, Assistant Principal
Desiree Perkins, Reading Coach
Seres Victor, Reading Coach
Marta Torres, Math Coach/PD Liaison
Shovon Bethune, Science Coach
Eric Proctor, Guidance Counselor
Emerald Tiggett, Media Specialist
Freddie Davis, Primary Grade Level Chair
Susan Stern, Intermediate Grade Level Chair
Lourdes Escandell, SPED Teacher
Lacresha Blue, SPED Teacher
Ramon Roman, ESOL Teacher

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

The school based Literacy Leadership Team will meet to discuss area of concern based on student need. It investigates the area of concern through evidence and data. It aggregate and disaggregate assessment data and develops an action plan to address the areas of weakness and how to maintain the areas of strength. The LLT team will monitor and revise the action plans as needed to ensure students achievement.

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

The LLT will maintain 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. The LLT committee will take the following actions for this year: Engage in peer coaching, conduct professional development throughout the year, attend regional and district professional development, utilize research based strategies to increase instructional delivery, model lessons, and identify additional resources to improve instructional practices.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Title 1 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 a give them opportunities to create knowledge through initiative shared with supportive adults.

Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the 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. The principal will also meet with the center directors of neighborhood centers.

*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.

In order to ensure that teaching reading strategies is the responsibility of every teacher, Paul L. Dunbar Elementary will utilize

CRISS reading strategies throughout the content areas. These strategies include SQ3R (Survey-Question-Read-Recite-Review), One-Sentence Summaries and , KWL Plus (Know, Want to Know, Learned, Summarize the Learned), Venn Diagrams, T.H.I.E.V.E.S (pre-reading strategy), Think-Pair Share, Highlighting and Underlining, Two Column Notes, Quick Writes/Exit Slips, Active Reading techniques, and Think-Alouds. The teachers will also implement reciprocal teaching, the use of graphic organizers, and differentiated instruction. In addition, FCAT Task Cards will be used throughout the content areas as well. The Literacy Leadership Team will also continue to provide professional development on the scientifically research based on the above-mentioned reading strategies and will be responsible for monitoring the implementation of reading strategies.

*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?

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?

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](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (35)	27% (43)

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 deficiencies as noted on the 2012 administration of the FCAT Reading Test for students was: Category 3 Literary Analysis	1.1. Provide students with opportunities to read in all content areas with increased emphasis on cross-content reading. Reading strategies will be implemented to increase students understanding key elements in reading selections. Include the use of biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts, as well as, plot development, character point of view, character development, descriptive language (mood and imagery) and figurative language (simile metaphor, and personification). Provide students with reading activities in which teachers will instruct students on how to utilize concept maps to ensure comprehension of reading selection.	1.1 Administration Reading Coaches	1.1 Ongoing classroom assessments focusing on students' understanding and application of reading selection. Analyzing formal and informal assessments and data on a bi-weekly basis. Conducting differentiated instruction groups to remediate or enrich students based on deficiencies. Disaggregating the data and developing differentiated instruction groups to address deficiencies.	1.1. Bi-weekly (Teacher Assessment) Formative Monthly Assessment Student Work Products Summative: 2013 FCAT Assessment District Assessments
	1.2. The areas of deficiency noted on the 2012 administration of the FCAT Reading Test for students was:	1.2. Implement higher complexity questioning strategies to promote critical thinking for a deeper understanding of	1.2. Administration Reading Coaches	1.2. Ongoing classroom assessments focusing on students' understanding and application of reading selection.	1.2. Bi-weekly (Teacher Assessment) Formative Monthly Assessment

2	Category 4: Informational Text. These students have difficulty in critical thinking.	text. Increase explicit reading instructions.	Analyzing formal and informal assessments and data on a bi-weekly basis.	Student Products Summative: 2013 FCAT Assessment District Assessments
		Provide students with reading activities in which teachers will instruct students on how to utilize concept maps to ensure comprehension of reading selection. Use scientific articles, editorial and current events.	Conducting differentiated instruction groups to remediate or enrich students based on deficiencies. Disaggregating the data and developing differentiated instruction groups to address deficiencies. Monitoring through observations and assessing students on items taught in the pacing guides and classroom walkthroughs.	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2010-2011 FCAT Reading Test indicate that 11% of students achieved levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (19)	13% (22)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The areas that indicated weakness as noted on the 2012 administration of the FCAT Reading Test was Category Reading Application. These students are having difficulty in critical thinking skills.	<p>Implement instructional strategies Utilizing concept maps and graphic organizers</p> <p>Provide students with opportunities to read in all contents areas with increase emphasis on cross content reading.</p> <p>Teach students strategies for expanding thinking about text using prediction, making connection, inferring, synthesis, analyzing and critiquing.</p>	Administration Reading Coaches	<p>Ongoing classroom assessments focusing on students' understanding and application of reading selection.</p> <p>Analyzing formal and informal assessments and data on a bi-weekly basis.</p> <p>Conducting differentiated instruction groups to remediate or enrich students based on deficiencies.</p> <p>Disaggregating the data and develop differentiated instruction groups to address deficiencies.</p> <p>Monitoring through observations and assessing students on items taught in the pacing guides and classroom walkthroughs.</p>	<p>Bi-weekly (Teacher Assessment)</p> <p>Formative Monthly Assessment</p> <p>Student Products</p> <p>Summative: 2013 FCAT Assessment</p> <p>District Assessments</p>
2	Reporting Category 1 Vocabulary. Students lack the vocabulary skills necessary to advance their reading skills throughout the curriculum	<p>Use Elements of Vocabulary</p> <p>Use explicit vocabulary instruction</p>	Administration Reading Coaches	<p>Ongoing classroom assessments focusing on students' understanding and application of reading selection.</p> <p>Analyzing formal and informal assessments and data on a bi-weekly basis.</p> <p>Conducting differentiated instruction groups to remediate or enrich students based on deficiencies.</p> <p>Disaggregating the data and develop differentiated instruction groups to address deficiencies.</p> <p>Monitoring through observations and assessing students on items taught in the pacing guides and classroom walkthroughs.</p>	<p>Bi-weekly (Teacher Assessment)</p> <p>Formative Monthly Assessment</p> <p>Student Products</p> <p>Summative: 2013 FCAT Assessment</p> <p>District Assessments</p>

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 2012 FCAT Reading Test indicate that 54 % of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 10 percentage points to 64%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (46)	64% (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	3.1. As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains in the fifth grade decreased compared to the 2012 FCAT Reading Test. The students lack of vocabulary skills prevented advancement in Reading Skills	3.1. Explicit instruction in meanings of words, phrases, and expressions focusing on familiar root words and affixes to develop comprehension to determine the meaning of unfamiliar words. Grade 3 – 5th grade emphasizing on reading independent novels and participating in the Accelerated Reader program to advance students learning skills in reading and vocabulary. "Book Talks" will take place during their 90 minute block with protocols to enhance their knowledge of literary elements and literary vocabulary. Students will analyze complex words in sentences to define the meaning of the word in the text	3.1. Administration Reading Coaches	3.1. Ongoing classroom assessments focusing on students' understanding and application of reading selection. Analyzing formal and informal assessments and data on a bi-weekly basis. Conducting differentiated instruction groups to remediate or enrich students based on deficiencies. Disaggregating the data and develop differentiated instruction groups to address deficiencies. Monitoring through observations and assessing students on items taught in the pacing guides and classroom walkthroughs.	3.1. Bi-weekly (Teacher Assessment) Formative Monthly Assessment Student Products Summative: 2013 FCAT Assessment District Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 Reading Test indicates that 65 % of the students achieved learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (N<30)	70% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making gain has decreased. The rigor and relevance of the differentiated instruction within small groups has been an obstacle in Reporting Category 2, Reading Application	4.1. Student will read relevant authentic text. Students will engage in project base instruction using inquiry model. Implement differentiated instruction to focus on the instructional need of students.	4.1. Administration Reading Coaches	4.1. Monitor student's bi-weekly and interim assessments	4.1. Bi-weekly (Teacher Assessment) Formative Monthly Assessment Student Products Summative: 2013 FCAT Assessment District Assessments

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	Reading Goal #

school will reduce their achievement gap by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 26% of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 36%</p> <p>The results of the 2012 FCAT Reading Test indicate that 44% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 48%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: NA</p> <p>Black: 26% (27)</p> <p>Hispanic: 44% (24)</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White: NA</p> <p>Black: 36% (37)</p> <p>Hispanic: 48% (26)</p> <p>Asian: NA</p> <p>American Indian: NA</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5A.1. Black: As noted on the administration of the 2012 FCAT Reading Test, the Black subgroup made limited progress.</p> <p>The rigor and relevance of differentiated instruction within small groups has been an obstacle in Reporting Category 1, Vocabulary.</p> <p>Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup made satisfactory progress in reading</p> <p>The rigor and relevance of the differentiated instruction within small groups has been an obstacle. Reporting Category 1, Vocabulary was their lowest area.</p>	<p>5A.1. Utilizing data from bi-weekly and interim assessment identify students' deficiencies and provide specific instructions in Reporting Category 1, Vocabulary to meet the needs of the students.</p> <p>Implement explicit vocabulary instruction. Utilize concept and semantic vocabulary maps.</p>	5A.1. Administration Reading Coaches	5A.1. Disaggregate students' bi-weekly and interim assessments	<p>5A.1. Formative FAIR assessment, District, School bi-weekly assessment data and intervention assessments.</p> <p>Summative: FCAT 2013 Reading Assessment.</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 34% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 37%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (10)	37% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test ELL subgroups did not increase. The rigor and relevance of the differentiated instruction within small groups has been an obstacle in meeting Reporting Category 1, Vocabulary.	Utilizing data from bi-weekly and interim assessment identify students' deficiencies and provide specific instructions geared towards Reporting Category 1, Vocabulary. Implement vocabulary strategies focusing on prefixes, affixes, root words, etc. during differentiated instruction.	Administrators Reading Coaches	Monitor students' bi-weekly and interim assessments	Formative: FAIR, District, and bi-weekly assessments. Summative: 2013 FCAT Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 6% of the students in the SWD achieved proficiency. Our goal is to increase student proficiency by 30 percentage points to 36%
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	36% (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	As noted on the administration of the 2012 FCAT Reading SWD subgroups did not increase The rigor and relevance of the differentiated instruction within small groups has been an obstacle in meeting Reporting Category 1, Vocabulary.	Utilizing data from bi-weekly and interim assessment identify students' deficiencies and provide specific instructions geared towards Reporting Category 1, Vocabulary. Implement vocabulary strategies focusing on prefixes, affixes, root words, etc. during differentiated instruction.	Administrators Reading Coaches	Monitor students' bi-weekly and interim assessments	Formative: FAIR, District, and bi-weekly assessments. Summative: 2013 FCAT Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 33% of the students in the Economically Disadvantage subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 38%
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (47)	38% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the administration of the 2012 FCAT Reading Test Economically Disadvantaged subgroups did not increase The rigor and relevance of the differentiated instruction within small groups has been an obstacle in meeting Reporting Category 1, Vocabulary.	Utilizing data from bi-weekly and interim assessment identify students' deficiencies and provide specific instructions geared towards Reporting Category 1, Vocabulary. Implement vocabulary strategies focusing on prefixes, affixes, root words, etc. during differentiated instruction.	Administrators Reading Coaches	Monitor student's bi-weekly and interim assessments	Formative: FAIR, District, and bi-weekly assessments. Summative: 2013 FCAT Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Reader	Grades 3-5	Media Specialist	Teachers 3-5	September 2012, ongoing	Bi-weekly AR reports to be reviewed weekly by teachers and Reading Coach to ensure fidelity of the program	Administrator
Success Maker as a Tier 2 Intervention	Grades K-6	Success Maker Liaison and/or Reading Coach	Teachers 3-5	September 2012, ongoing	Intervention schedule; Reports from Success Maker weekly	Administrator

Reading Budget:

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 indicates that 31% of the students scored proficient in listening / speaking Our goal for the 2012-2013 school year is to increase in the students scoring proficient in listening/speaking by 5 percentage points to 36%.			
2012 Current Percent of Students Proficient in listening/speaking:					
31% (27)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the vocabulary needed to communicate	Direct vocabulary instruction Teacher will model using proper pacing of speech Teacher will provide ample opportunity for student discussion	Administrator Coaches ESOL teacher	Students communication level within the classroom	Formative teacher-made rubric Summative CELLA 2013 Test

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 indicates that 11% of the students scored proficient in reading

Our goal for the 2012-2013 school year is to increase in

2012 Current Percent of Students Proficient in reading:

11% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The results of the 2012 CELLA indicates that 11% of the students scored proficient in reading</p> <p>Our goal for the 2012-2013 school year is to increase in the students scoring proficient in reading by 5 percentage points to 16%.</p>	<p>Students will paraphrase reading passages</p> <p>Teachers will use graphic organizer to activate background knowledge</p>	<p>Administrator Coaches ESOL teacher</p>	<p>Ongoing classroom assessments focusing on students' understanding and application of reading selection.</p>	<p>Formative bi-weekly (Teacher Assessment) Monthly Assessment Student Products</p> <p>Summative CELLA 2013 Test</p>

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 indicates that 10% of the students scored proficient in writing.

Our goal for the 2012-2013 school year is to increase in the students scoring proficient in writing by 5 percentage points to 15%.

2012 Current Percent of Students Proficient in writing:

10% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students are unable to develop an original idea with ample support.</p> <p>Students' are unable to organize ideas and formulate a writing plan.</p>	<p>Students will use graphic organizers to develop their writing.</p> <p>Students will analyze calibration papers to self-evaluate their writing.</p>	<p>Administrator Coaches ESOL teacher</p>	<p>Ongoing classroom informal assessments on the element of organization and support.</p>	<p>Formative Bi-weekly (Teacher Assessment) Monthly Assessment Student Products</p> <p>Summative CELLA 2013 Test</p>
2	<p>Limited ability to communicate in English effectively</p>	<p>Opportunities to learn vocabulary words in English. Sight Words</p>	<p>Administrator Coaches ESOL teacher</p>	<p>Ongoing classroom informal assessments in the use of vocabulary during dialogue and in writing</p>	<p>Formative Bi-weekly (Teacher Assessment) Monthly Assessment Student Products</p>

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 2012 FCAT 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 5 percentage points to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (39)	30% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Level 3 students showed an area of deficiency in Reporting Category 3, Geometry and Measurement as noted on the 2012 administration of the FCAT Mathematics Test.</p> <p>The students need additional classroom opportunities to develop exploration and inquiry activities using manipulatives to develop conceptual understanding.</p>	<p>1.1. Students will be given opportunities to develop exploration and inquiry activities (STEM) to increase understanding of skills through hands-on experiences to apply and solve grade-level appropriate real-life problems.</p> <p>Students will be engaged in differentiated instruction activities using technology such as Success Maker, Gizmos and the GO Math activities to remediate and develop conceptual understanding of measurement. They will be provided with a variety of more concrete and representational activities using the appropriate scaffolding using the Concrete-Representational-Abstract Method</p>	1.1. Administrators Math Coach Grade Level Chair	<p>1.1. The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made and adjust instruction as needed.</p> <p>Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs</p>	<p>1.1. Formative: Bi-weekly assessments; District interim data reports; Student authentic work.</p> <p>Summative: Results from 2013 FCAT Mathematics Assessment.</p>
2	<p>1.2. The fifth grade students showed area of deficiency in Geometry and Measurement and Number: Base Ten and Fractions as noted on the 2012 administration of the FCAT Mathematics Test.</p> <p>The students need strategies to recall multiplication facts and</p>	<p>1.2. Develop a school -wide daily ten minute mini session to "Building Thinking Skills" for real world problems and quick recall of multiplication facts. Provide differentiated instruction based on pre-assessment of prerequisite skills as well as provide students with ample opportunities to do hands-on activities</p>	1.2. Administrators Math Coach Grade Level Chair	<p>1.2. The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made</p>	<p>1.2. Formative: Bi-weekly assessments; District interim data reports; Student authentic work.</p> <p>Summative: Results from 2013 FCAT Mathematics Assessment</p>

<p>"Building Thinking Skills" in real world problems. Also, lack of conceptual understanding.</p>	<p>at the concrete level and representational level</p>	<p>and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be</p>
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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:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:</p>	<p>The results of the 2012 FCAT Mathematics test indicate that 6% of the students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 9%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>6% (10)</p>	<p>9% (14)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2.1. The Level 4 and 5 students showed an area of deficiency in Reporting Category 3, Measurement as noted on the 2012 administration of the FCAT Mathematics Test. The students need additional classroom</p>	<p>2.1. Students will be given opportunities to develop exploration and inquiry activities using STEM activities to increase understanding of skills through hands-on experiences to apply and solve grade-level appropriate real-life</p>	<p>2.1. Administrators Math Coach Grade Level Chair</p>	<p>2.1. The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative</p>	<p>2.1. Formative: Student authentic work; Bi-weekly assessments; District interim data reports. Summative: Results from 2013 FCAT Mathematics</p>

1	opportunities to develop exploration and inquiry activities using manipulatives to develop conceptual understanding.	problems. Students will be provided with enrichment activities and more challenging problem-solving activities. Students will be engaged in differentiated activities to use technology such as Success Maker, Gizmos and the GO Math to develop conceptual understanding of measurement, as well as more abstract activities from the CRA Method.	biweekly and interim assessments to ensure progress is being made and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs.	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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT Mathematics Test 54% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 64%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (46)	64% (55)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>3.1. The area that indicated weakness as noted on the 2012 administration of the FCAT Math Test was Reporting Category 1, Number, Operations and Problems.</p> <p>The students need additional classroom opportunities to develop exploration and inquiry based activities using manipulatives to develop conceptual understanding.</p> <p>The students also need opportunities for discussions and communication in cooperative learning groups.</p>	<p>3.1. In Grade 3 – develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; and represent compute, estimate and solve problem.</p> <p>In Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication ; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p> <p>In Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; and compare, order and graph integers</p>	<p>3.1. Administrators Math Coach Grade Level Chair</p>	<p>3.1. The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs</p>	<p>3.1. Formative: Bi-weekly assessments; Student generated work in Math Notebooks. Summative: Results from 2013 FCAT Mathematics Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2010-2011 FCAT Mathematics Test 60% of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions, remediation in order to increase the percent of students in the lowest 25% making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (13)	70% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4.1. On the 2011 FCAT Mathematics administration, it was noted that students in grades 3-5 making learning gains decreased from 2010.</p> <p>Students' understandings of numerical concepts are disconnected from application in real-life situations.</p> <p>Mathematical terminology in assessment questions and lessons create a barrier in grasping the information to master Reporting Category 1, Number and Operations.</p>	<p>4.1. Provide concrete real-world examples by infusing literacy into the mathematics instructional block that includes mathematics terminology embedded throughout each lesson and questions in assessments with interactive word walls created by teacher and students in conjunction with each lesson, or books used as a lesson lead-in. guided practice or closure of the lesson.</p> <p>Math literature guide will be found at http://math.dadeschools.net</p> <p>Additionally, student math notebooks will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications.</p> <p>Identify lowest performing students in grades 3-5 based on instructional needs in content clusters; in addition, provide 30 minute tutoring sessions before and after school 3 times per week.</p>	4.1. Principal, Assistant Principal, Math Coach and Grade Level Chairs	4.1. Review Formative Bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	<p>4.1. Formative: Bi-weekly assessment data reports; Intervention assessments.</p> <p>Summative: 2012 FCAT Mathematics Assessment</p>

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 #			
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 Reading Test indicate that 27% of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 16 percentage points to 43% The results of the 2012 FCAT Reading Test indicate that 42% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage point to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 27% (28) Hispanic: 42% (23) Asian: NA American Indian: NA	White: NA Black: 43% (44) Hispanic: 43% (23) Asian: NA American Indian: NA

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	5A.1. On the 2012 FCAT Mathematics administration, the subgroup Black and Hispanic increased when compared to the 2011 FCAT Mathematics administration. Students are in need of improving in the area of Content 1, Number (Operations and Problems). The students need additional opportunities for discussions and communication in order to develop mathematical language through cooperative learning opportunities.	A focus on key vocabulary and use of interactive word walls with illustrations as well as discussion opportunities, including Think/Pair/Share. Visuals and graphic organizers will be used on a consistent basis.	Administrators Math Coach Grade Level Chair	The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through	Formative: District and School-site assessment data, intervention assessments. Summative: 2013 FCAT Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicates 45% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 49% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (14)	49% (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	On the 2012 FCAT Mathematics administration, the subgroup ELL increased when compared to the 2011 FCAT Mathematics administration. Students are in need of improving in the area of Content 1, Number (Operations and Problems)	A focus on key vocabulary as well as discussion opportunities, including Think/Pair/Share. Visuals and graphic organizers will be used on a consistent basis.	Administrators Math Coach Grade Level Chair	The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs	Formative: District and School-site assessment data, intervention assessments. Summative: 2013 FCAT Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The result of the 2012 FCAT Mathematics Test indicates that 6% of students in the SWD subgroup achieved
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	39% (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	<p>On the 2012 FCAT Mathematics administration, the subgroup Black and Hispanic increased when compared to the 2011 FCAT mathematics administration.</p> <p>Students are in need of improvement the area of Content 1, Number (Operations and Problems). The students need additional classroom opportunities to develop exploration and inquiry activities using manipulatives to develop conceptual understanding.</p>	<p>A focus on key vocabulary as well as discussion opportunities, including Think/Pair/Share. Visuals and graphic organizers will be used on a consistent basis. Students will receive instruction using CRA approach as determined by their needs.</p>	<p>Administrators Math Coach Grade Level Chair</p>	<p>The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made and adjust instruction as needed.</p> <p>Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs</p>	<p>Formative: District and School-site assessment data, intervention assessments.</p> <p>Summative: 2013 FCAT Assessment.</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The results of the 2012 FCAT Reading Test indicate that 32% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage point to 42%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>32% (45)</p>	<p>42% (60)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>On the 2012 FCAT Mathematics administration, the subgroup Economically Disadvantaged increased when compared to the 2011 FCAT Mathematics administration.</p> <p>Students are in need of improving in the area of Content 1, Number (Operations and Problems).</p>	<p>A focus on key vocabulary as well as discussion opportunities, including Think/Pair/Share. Visuals and graphic organizers will be used on a consistent basis.</p> <p>The students need additional classroom opportunities to develop exploration and inquiry activities using</p>	<p>Administrators Math Coach Grade Level Chair</p>	<p>The teachers will analyze formal and informal assessments on a daily and weekly basis using observations and lesson, chapter, and unit tests. Administration, coaches, and teachers will analyze data using Edusoft's item analysis on formative biweekly and interim assessments to ensure progress is being made</p>	<p>Formative: District and School-site assessment data, intervention assessments.</p> <p>Summative: 2013 FCAT Assessment.</p>

1	Students understanding of numerical concepts are disconnected from application in real-life situations. Students need exposure to authentic and relevant real-world problem solving.	manipulatives to develop conceptual understanding.	and adjust instruction as needed. Small groups will be created and differentiated instruction will be provided to remediate or enrich students based on skill deficiency. Although the pacing guide will be followed as closely as possible, students will be retaught and reassessed based on their needs. The process will be monitored through observations and classroom walkthroughs.
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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
Teaching in a Standards-Based Math Classroom	2-6	Math Coach	2-5 Teachers	Start August 2012, ongoing	Start August 2012, ongoing	Administrator
In-Depth Study of Common Core Standards	K-1	Math Coach	K-1 Teachers	Start August 2012, ongoing	Grade level planning session/Classroom walkthroughs	Administrator
Go Math/Think Central	K-6	Math Coach	K-6 Teachers	Start August 2012, ongoing	Classroom walkthroughs	Administrator
SuccessMaker	K-6	Success Maker Liaison and/or Math Coach	K- 6 Mathematics Teachers	Start August 2012, ongoing	Intervention Schedule, Reports for Computer Assisted Program (CAP)	Administrator

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
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicates that 27% of our students scored Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency in science 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (13)	32% (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	1.1. Based on 2012 FCAT 2.0 the area of deficiency was in the Nature of Science. The deficiency was due to limited hands on science experiments/LABS in order to develop higher order thinking skills in to increase levels of proficiency.	1.1. The science Coach will develop Professional Learning Communities for all the science teachers in order to collaborate, design and implement lesson plans with RIGOR through inquiry based learning in Nature of Science.	1.1. Administration Science Coach	1.1. Ongoing monitoring of the implementation of research based instructional strategies through assessing progress, classroom walkthroughs and collaborative planning with science teachers. The results of school-site assessment data and bi-weekly essential hands-on lab activities with science journal entries will be utilized to monitor students' progress. Passing Along For Success In Science (PASS) Science club focusing on SECME. Open Ended Inquiry that will integrate problem solving and critical thinking skills.	1.1. Formative Mini-assessments; pre and post chapter tests; weekly hands-on lab activities; and, GIZMO, Discovery Education; Brain Pop; and Science Benchmark Assessments. Summative 2013 FCAT 2.0 Science Assessment
2	1.2	1.2	1.2.	1.2.	1.2.

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicates that 2% of our students scored Levels 4 or 5. Our goal is to increase the availability of enrichment opportunities in order to increase the number of students scoring at Levels 4 or 5 in science 2 percentage points to 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (1)	4% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Based on 2012 FCAT 2.0 the area of deficiency was in the Nature of Science. The deficiency was due to limited hands on science experiments/LABS in order to develop higher order thinking skills to increase levels of proficiency which will allow the students to investigate questions that can be answered through experimentation.	2.1. Science Coach and Administration will identify students with FCAT Level 4 or 5 in Reading and Mathematics. Provide enrichment activities for these students to aid them in the design and development of projects that increase scientific thinking (Fairchild, PASS Science Club, Science Fair . Museum of Science and SECME). Provide opportunities for inquiry- based activities, utilizing Explore Learning, FCAT Explorer, Discovery Learning, and GIZMO	2.1 Administration and Science Coach	2.1. Projects will be reviewed using a school-site developed rubric	2.1 Formative Mini-assessments; pre and post chapter tests; bi-weekly hands-on lab activities; and generate reports from Edusoft, GIZMO, Discovery Education; and Quarterly Science Benchmark 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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Integrating Discovery Education with the science lesson	K-6	Science Teacher and/or Science Coach	K-6 Teachers	Start September 2012 Weekly	Classroom walkthroughs	Administrator
Explore Learning Gizmos - Targeting Scientific Process	5	Assistant Principal	5th Grade Science Teachers	Start August 2012 On- going	Report from Computer Assisted Program (CAP)	Administrator
Conducting Teacher and student centered laboratory activities	K-6	Science Teacher and/or Science Coach	K-6 Teachers	Start September 2012 Weekly	Classroom walkthroughs	Administrator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with enrichment activities to aid them in the design and development of projects that increase scientific thinking	Science experiment boards	EESAC	\$150.00
			Subtotal: \$150.00

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: \$150.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The result of the 2012 FCAT Writing Test indicates that 73% of the students were proficient in writing. Our goal is to increase the increase the number of students scoring proficient in writing by 3 percentage points to 76%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (38)	76% (39)

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 area of deficiency as noted on the 2012 administration of the FCAT Writing Test was focused and elaboration. Students lack the necessary real life experiences into their writing.	1.1. Explicit instruction during whole group and differentiated strategies within writing groups based on writing ability and or area of need based on scored samples.	1.1. Administrators Reading Coach	1.1 Administration will monitor student's grouping and work samples located in student's work folders.	1.1 Students' product and writing samples will be used to monitor and to make adjustment in differentiating instruction. Scored writing samples will be used to determine progress between the pre-test prompt and the mid-year prompt. Write Score Program
	1.2. Students are unable to organize and idea,	1.2 Writing symposiums will target pre-writing	1.2. Administrators Reading Coach	1.2. Administration and Reading Coaches will	1.2. Students' product and writing

2	formulate a writing plan, and provide details as support.	techniques to help students develop ideas and to maintain focus. Graphic organizers will be instrumental in aiding students in providing detail information to support their ideas. Students receive explicit instructions in using FIRES/FRIES, and anecdotes as method of support.	monitor the use of strategies during classroom walkthroughs.	samples will be used to monitor and to make adjustment in differentiating instruction. Scored writing samples will be used to determine progress between the pre-test prompt and the mid-year prompt. Write Score Program
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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 4 or higher in writing. Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Explicit Instruction Model	K-6	Reading Coach	K-6 Teachers, Special Area Teachers	September 2012 (Ongoing)	Grade level planning session/Classroom walkthroughs and students' products	Administrator
Elaboration Workshop	K-6	Reading Coach	K-6 Teachers, Special Area Teachers	September 2012 (Ongoing)	Grade level planning session/Classroom walkthroughs and students' products	Administrator
Writing Across the Curriculum	K-6	Reading Coach	K-6 Teachers, Special Area Teachers	November 2012 (Ongoing)	Grade level planning session/Classroom walkthroughs and students' products	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Graphic organizers will be instrumental in aiding students in providing detailed information to support their ideas	Graphic Organizers	EESAC	\$50.00
			Subtotal: \$50.00
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: \$50.00

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 95.37% 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), and excessive tardiness (10 or more) to 127.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.87% (354)	95.37% (356)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
134	127
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45	43

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. Emphasis on the impact of attending school on a regular basis and being on time every day. Communicating with parents, students and staff the importance of being on time.	1.1 Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study (TCST) for intervention services. Attendance Review Committee (ARC) will target students with three consecutive tardy and conduct a home visit. Five or more consecutive tardy will involve the Community Involvement Specialist (CIS) and the Social Worker reinforcing Truancy Child Study Team. CIS will conduct home visit to provide services to truant students See attendance goals and share with all stake holder (students, parents, and teachers). Conduct attendance incentive activities. NBA Club (Never Been Absent Club) will recognize individual perfect attendance students for each quarter.	1.1. Administrative Team, ARC Committee	1.1. ARC Team will provide Weekly updates to Administration will be reviewed at faculty meetings. Review attendance reports weekly. Follow up with classroom teachers.	1.1. ARC Logs District Attendance Reports Truancy Report Daily Attendance Bulletin

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
Procedure for Referral to Truancy Child Study Team (TCST)	K-6	Counselor	K-6 Teachers	September 2012	Teachers referrals	Administrator Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct attendance incentive activities. Recognize students with perfect attendance for each quarter	Incentives such as certificate, medals, pencils	EESAC	\$100.00
			Subtotal: \$100.00
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: \$100.00

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:	Paul L. Dunbar goal for the 2012-2013 school year is to decrease the number of suspensions by 1 student.
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
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11	10

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Students are not familiar with the Student Code of Conduct and are unaware of behaviors that can result in a suspension.</p> <p>Students and parents are not aware school wide behavioral expectations and the consequences of not following rules.</p>	<p>1.1. Use the SPOT Success Recognition program to highlight students who exhibit positive behaviors.</p> <p>The school's Guidance Counselor will review the Student Code of Conduct with students that are at risk of violating it.</p> <p>Administration and the counselor will review the Student Code of Conduct with students during the first nine weeks of school. Incentives will be provided for compliance through the use of SPOT Success Recognition Program. In addition, they will promote awareness of programs and resources for assistance with issues that can lead to negative behavior.</p>	<p>1.1. Assistant Principal</p> <p>Guidance Counselor</p> <p>RtI Team</p> <p>Community Involvement Specialist</p>	<p>1.1 Monitor Spot Success report by grade level. Student suspension rates (COGNOS), and District Student Services report.</p>	<p>1.1. Monthly GOGNOS suspension reports.</p>

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
SPOT Success Referral Process	K-6	Counselor	K-6 Teachers, Special Areas	Starting September 2012 Monthly	SPOT Success Referrals	Administration
Maintaining a Positive Classroom Environment	K-6	Counselor	All classroom teachers	1st quarter of the 2012-2013 school year.	Monitor Student Case Management and suspension records	Administration & Counselor

Suspension Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:		PIP		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
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No Data Submitted

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our goal for the 2012-2013 school year is to consistently provide students at all grade level with a hands-on interdisciplinary approach and project based learning environment by intergrading math, science and technology. Provide math and science teachers' common planning time to collaboratively plan inquiry based leaning 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	Teachers collaborative planning across grade levels to produce interdisciplinary lessons addressing benchmarks across content areas.	Teachers and coaches planning collaborative and providing weekly labs incorporating benchmarks across the curriculum	Administrator Coaches	Daily classroom walkthroughs by administration/ coaches Coaches and teachers will conduct lesson studies to access the effectiveness of the strategies.	Student performance Teacher created rubrics

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
Integrating STEM Based activities in the classroom	K-6	Math/Science Coach	School Wide	August 2012 On-going during planning time	Classroom walkthroughs Students products Lesson Plans	Administrators Coaches

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Provide students with enrichment activities to aid them in the design and development of projects that increase scientific thinking	Science experiment boards	EESAC	\$150.00
Writing	Graphic organizers will be instrumental in aiding students in providing detailed information to support their ideas	Graphic Organizers	EESAC	\$50.00
Attendance	Conduct attendance incentive activities. Recognize students with perfect attendance for each quarter	Incentives such as certificate, medals, pencils	EESAC	\$100.00
				Subtotal: \$300.00
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: \$300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (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
Science experiment boards Attendance Incentives Graphic Organizers	\$300.00

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

The Educational Advisory Council (EESAC) plays a significant part in the success of Paul L. Dunbar. Listed below are some of the functions of the EESAC

- Develop and monitor the implementation of the School Improvement plan
- Reach out to the community to obtain partners
- Support FCAT Parent meeting events
- Advertise and promote meetings to increase parental involvement
- Assist the schools to create and analyze school climate surveys for parents and students

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 PAUL LAURENCE DUNBAR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	54%	97%	19%	220	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	48%	54%			102	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?	53% (YES)	60% (YES)			113	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					435	
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 PAUL LAURENCE DUNBAR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	47%	92%	23%	218	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	63%	60%			123	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?	57% (YES)	70% (YES)			127	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					468	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested