FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BEN SHEPPARD ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Eduardo J. Tagle

SAC Chair: Juliette Hinds

Superintendent: Alberto M. Carvalho

Date of School Board Approval:

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Eduardo J. Tagle	Doctorate in Ed. Leadership, Modified ED.S. in Ed. Leadership, M.S. in Social Studies Ed., B.S. in Social Studies; Professional Educator's: Social Studies 5-9 Leadership K-12	3	13	2011-2012 2010-2011 2009-2010 2008-2009 Grade B A A A AMO Progress AYP N/A No No Yes High Standards in Reading 52% 79% 76% 83% High Standards in Math 59% 81% 78% 87% Learning Gains-Reading 65% 69% 72% 72% Learning Gains-Math 60% 65% 64% 63% Lowest 25% Gains-Reading 74% 66% 70% 70% Lowest 25% Gains-Math 65% 72% 66% 68%
		Masters in Reading Certification in Educational			2011-2012 2010-2011 2009-2010 2008-2009 Grade B A A A AMO Progress AYP N/A No No Yes High Standards in Reading 52% 87% 73% 69%

| Assis Principal | Angela Zayas | Leadership

B.A. in Elementary/Early Childhood Education | 1 | 1.5 | High Standards in Math 59% 79% 76% 71%
Learning Gains-Reading 65% 70% 70% 70%
Learning Gains-Math 60% 69% 62% 68%
Lowest 25% Gains-Reading 74% 74% 74% 64%
Lowest 25% Gains-Math 65% 65% 59% 68% |
| Assis Principal | Alicia Brown | BS-Secondary Education, Old Dominion University

Master of Science- Educational Leadership- Nova Southeastern University Certification- Educational Leadership, State of Florida | 1 | 6 | 2011-2012 2010-2011 2009-2010 2008-2009
Grade B D C C
AMO Progress
AYP N/A No No No
High Standards in Reading 52% 49% 48% 49%
High Standards in Math 59% 42% 43% 43%
Learning Gains-Reading 65% 56% 55% 60%
Learning Gains-Math 60% 54% 62% 59%
Lowest 25% Gains-Reading 74% 62% 56% 72%
Lowest 25% Gains-Math 65% 66% 66% 66% |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	David Osborn	B.S. in Elementary Education, ESOL Endorsement	19	10	2011-2012 2010-2011 2009-2010 2008-2009 Grade B A A A AMO Progress AYP N/A No No Yes High Standards in Reading 52% 79% 76% 83% High Standards in Math 59% 81% 78% 87% Learning Gains-Reading 65% 69% 72% 72% Learning Gains-Math 60% 65% 64% 63% Lowest 25% Gains-Reading 74% 66% 70% 70% Lowest 25% Gains-Math 65% 72% 66% 68%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Assign mentor teacher to new teacher	Assistant Principal	On-going	
2	2.Regular meetings of new teachers with Principal	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
2	District tutorial sessions offered twice a year to prepare Non-Highly Qualified teachers for the appropriate certification area.

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
74	1.4%(1)	6.8%(5)	45.9%(34)	45.9%(34)	43.2%(32)	78.4%(58)	5.4%(4)	5.4%(4)	79.7%(59)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Ben Sheppard Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained. The district coordinates with Title II and Title III in ensuring that staff development is provided. Curriculum Coaches work with school administration to develop and evaluate the school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The curriculum coaches also assist the administration with whole school screening programs that provide early intervening services for children 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 monitoring the implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services and support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Ben Sheppard Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure

the unique needs of migrant students are met.

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

Title II

We are a Title II district and Ben Sheppard Elementary School uses supplemental funds provided by the district for improving basic education as follows:
• training for add-on endorsement programs such as Reading, Gifted, ESOL
• training for Professional Development Liaisons focusing on the development and facilitation of Professional Learning Community (PLC) and Lesson Study Group implementation and protocols.

Title III

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

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

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Ben Sheppard Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Ben Sheppard Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide in school and afterschool tutorials for students not meeting state standards.

Violence Prevention Programs

The counselors at Ben Sheppard Elementary School provide classroom teachers with lessons from the TRUST program which focus on conflict resolution and problem-solving as it relates to drugs and alcohol, stress, suicide, isolation, family violence and other crisis. Third grade students participate in the "My Very Own Book About Me" program and curriculum.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Job Training

N/A

Other

Other-Health Connect in Our Schools

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrator, Reading Coach, Counselor, School Psychologist, SPED Representative, ELL Representative, and Classroom 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 Ben Sheppard Elementary MTSS/RtI Leadership Team will focus its meetings around one central question:

How do we best establish, develop, and sustain a systematic data-driven culture that provides high quality instruction, efficient allocation of resources, and intervention that is specifically matched and tailored to students' actual needs?

The team meets every other week to engage in the following activities:
*Disaggregate and analyze "screening" data and "on-going progress monitoring" data.
*Associate the current data to instructional decisions in order to determine the discrepancy between what is expected and what is occurring.
*Identify students who are meeting/exceeding benchmarks, or who are at moderate/high risk for not meeting benchmarks.
*Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored by ensuring fidelity of implementation.
*Use progress monitoring data to evaluate the effectiveness of the intervention plan based on each student's response to the intervention.
*Assist in the identification of professional development opportunities and resources to better support the students' progress.
*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS/RtI Team member responsibilities are as follows:

Principal: Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal: Assist the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.

Reading Coach: Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of students needs while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide early intervening services for children considered "at risk"; facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

School Psychologist: participates in collection, interpretation and analysis of data, assists in the selection of screening activities, and assists in the development of supplemental and intensive intervention plans.

SPED Representative: Provides insight into Special Education practices, shares research-based instructional strategies for the differentiated instruction of SPED students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

ELL Representative: Provides insight into ELL practices, shares research-based instructional strategies for the differentiated instruction of ELL students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

Counselor: Present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Classroom Teacher: Provides insight into classroom practices, shares research-based instructional strategies for the differentiated instruction of their students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with various teachers (ELL/SPED) through such activities as consultation, collaboration and co-teaching.

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 Ben Sheppard Elementary MTSS/RtI Leadership Team met with the school Principal to review the 2012-2013 School Improvement Plan template. This discussion was followed by a meeting with the Educational Excellence School Advisory Council (EESAC) where representatives from the MTSS/RtI Leadership Team volunteered to assist the "SIP Writing Team". Specifically, under the guidance and leadership of the school Principal, these representatives provided insight on Tier 1, 2, and 3 targets and instructional strategies.

*The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
*The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
*The MTSS/RtI 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.

Ben Sheppard Elementary utilizes the Edusoft Assessment Management System to manage the following data:

Baseline Data will be collected and analyzed at the beginning of the school year (August) through the administration of the Florida Assessments for Instruction in Reading (FAIR), and the District administration of the Baseline Assessments in Reading, Writing, Mathematics, and Science.

Mid-year Data will be collected and analyzed during the months of December and January through the FAIR assessment and the District administration of the Winter Interim Assessments.

End of Year Data will be collected and analyzed during the months of April and May through the FAIR assessment, the 2013 administration of the FCAT 2.0, and the District administration of the Spring Interim Assessment.

Ongoing Progress Monitoring will take place through the use of the PMRN and Edusoft systems, which provide data interpretation of the results of the different components in the FAIR assessment, the administration of in-house Sunshine State Standards Benchmark Assessments, and the analysis of the Voyager Passport data.

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

Describe the plan to train staff on MTSS.

An informational review session will be provided for all teachers during the opening of school faculty meeting in order to review the MTSS/RtI model as an essential element to our curriculum program, and to reinforce its significance for student achievement. Additional training needs will be discussed and planned during MTSS/RtI Leadership Team meetings. Follow-up training sessions that link MTSS/RtI to the goals set forth by the School Improvement Plan will be provided.

Describe the plan to support MTSS.

1. Align policies and procedures across all classrooms, grade levels, and departments.

2. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide educational services.

3. Ongoing communication with stakeholders and celebrating success through weekly grade level meetings and regularly scheduled faculty meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Dr. Eduardo J. Tagle
Assistant Principal- Angela Zayas
Assistant Principal- Alicia Brown
Academic/Instructional Coach- David Osborn
All Department and Grade Level Chairs
SPED Representative- Sara Othon
Media Specialist - Heliana Ramirez
ESL Representative – Estela Shelley

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

The LLT meetings will be conducted by the principal. The team will meet on a regular basis to discuss and analyze students' data and determine strengths and weaknesses. Academic plans and programmatic decisions will be made based on the areas where students demonstrate deficiencies. The team will re-examine the plans and decisions on an ongoing basis throughout the school year. In addition, the team will also engage in meaningful discussions related to professional development and strategies that would increase student literacy. Moreover, members of the committee will share expertise in reading, writing, science, and mathematics instruction and maintaining the fidelity of curriculum implementation.

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

The major initiatives of the LLT this year will be:
• Identification of model classrooms at each grade level to create a collaborative environment that fosters sharing and learning
• Planning professional development based on student assessment data and conduct weekly grade level meetings to analyze data to improve teaching and student achievement
• Aligning supplemental materials to the New Generation Sunshine State Standards/Common Core State Standards
• Providing team members that are skilled and committed to improving literacy with leadership opportunities within their

grade levels/departments.
• Create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

At Ben Sheppard Elementary School, all incoming kindergarten students are assessed in order to ascertain individual needs and to assist in the development of interventions. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. In addition, the Oral Language Proficiency Survey (OLPS) and the Comprehensive English Language Learning Assessment (CELLA) are administered to students whose home language is other than English. All new kindergarten students are assessed for school readiness with these instruments. Additional screening data will be collected through the administration of the Florida Assessments for Instruction in Reading (FAIR) and its three specific measures: Broad Screen, Broad Diagnostic Inventory, and Targeted Diagnostic Inventory. This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions. The mid-year administration of the FAIR will also provide data that will assist teachers with the modifications of the classroom instruction and the interventions.

Ben Sheppard Elementary participates in the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this undertaking, school staff will plan workshops for the administrators of neighboring daycares and pre-schools in order to discuss kindergarten readiness expectations. Additionally, discussion forums will afford parents the opportunity to learn literacy and parenting strategies. Finally, in-school articulation meetings will be scheduled to discuss effective instructional methods and developmental expectations of pre-kindergarten students as they transition to kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	During the 2011-2012 school year, the percentage of students achieving at or above proficiency was 25%. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at proficiency by seven percentage points from 25% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (123)	32% (156)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The identified area of deficiency on the 2012 administration of the FCAT 2.0 Reading Test was Vocabulary, Content Area. Students are showing a deficit in the area of Vocabulary and additional support is needed in this area.	During pre-reading activities, educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships	Administrative Team and Literacy Leadership Team	The Administrative Team and Literacy Leadership Team will monitor on-going assessments and conduct weekly data chats using the Consultancy Protocol focusing on meanings of words	Formative: School-site and District Interim Assessments, Student Work Folders Summative: 2013 FCAT 2.0 Reading Assessment

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	During the 2011-2012 school year, the percentage of students achieving at or above proficiency was 23%. Our goal for the 2012-2013 school year is to increase the percentage of students scoring above proficiency by three percentage points from 23% to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (113)	26% (127)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text/Research Process, Category 4. Students would benefit from additional support in the necessary critical thinking skills to interpret graphical information, locate, interpret, and organize information, and examine the validity and reliability of information within and across texts to be successful readers.	Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret, organize information and help students recognize the characteristics of reliable and valid information.	Administrative Team and Literacy Leadership Team	The Administrative Team and Literacy Leadership Team will review ongoing classroom assessments focusing on students' ability to read advanced text.	Formative: Monthly Assessments Summative: 2013 FCAT 2.0 Assessment

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

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

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

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:	During the 2011-2012 school year, the percentage of students achieving at or above proficiency was 65%. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities to increase by five percentage points the percent of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (194)	70% (209)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percent of students making learning gains decreased by four percentage points as noted on the 2012 administration of the FCAT 2.0 Reading Test. Students are deficient in the necessary critical thinking skills needed to interpret graphical information, locate, interpret, and organize information, and examine the validity and reliability of information within and across texts to be successful readers.	Identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Implement Successmaker on a daily basis, with a focus on Critical Thinking exercises	Administrative Team and Literacy Leadership Team	The Administrative Team and Literacy Leadership Team will review Success Maker reports to ensure students are making adequate progress.	Formative: Success Maker reports Summative: 2013 FCAT 2.0 Reading Assessment

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

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

N/A	N/A

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<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	During the 2011-2012 school year, the percentage of students in the lowest 25% making learning gains in reading was 74%. . Our goal for the 2012-2013 school year is to provide remediation to increase by five percentage points the percent of students in the lowest 25% making learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (58)	79% (62)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students in the lowest 25% making learning gains increased by eight percentage points.

Students are deficient in the necessary reading skill of decoding and require assistance with basic phonemic awareness and phonics acquisition.</td><td>Build skills and accelerate academic growth in the reading areas of phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension. Provide students with extra instructional support using Voyager Passport and/or Successmaker as a tier 2 intervention, which is in addition to Differentiated Instruction in the classroom.</td><td>Administrative Team</td><td>The Administrative Team will be responsible for on-going monitoring of lessons provided to students and the review of students' work samples.</td><td>Formative: Lesson Checkpoints as part of the Voyager Passport Program

Summative: 2013 FCAT 2.0 Reading Assessment</td></tr>
</table>

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black,	During the 2011-2012 school year, the percentage of

Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:

students in the Hispanic subgroup making learning gains in reading was 52%. Our goal for the 2012-2013 school year is to provide remediation to increase by ten percentage points the percent of students in the Hispanic subgroup making learning gains.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: n/a Black: n/a Hispanic: 52% (246) Asian: n/a American Indian: n/a	White: n/a Black: n/a Hispanic: 62% (294) Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: n/a Black: n/a Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test, the percentage of students in the Hispanic subgroup making learning gains in Reading was 52%. Students are deficient in the necessary critical thinking skills needed to interpret graphical information, locate, interpret, and organize information, and examine the validity and reliability of information within and across texts to be successful readers. Asian: n/a American Indian: n/a	Build skills and accelerate academic growth in the reading areas of phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension. Provide students with extra instructional support using Voyager Passport and/or Successmaker as a tier 2 intervention, which is in addition to Differentiated Instruction in the classroom.	Administrative Team	The Administrative Team will be responsible for on-going monitoring of lessons provided to student and the review of students' work samples.	Formative: Lesson Checkpoints as part of the Voyager Passport Program Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	During the 2011-2012 school year, the percentage of students in the ELL subgroup making learning gains in reading was 42%. Our goal for the 2012-2013 school year is to provide remediation to increase by eleven percentage points the percent of students in the ELL subgroup making learning gains.

2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (85)	53% (108)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the percentage of	Build skills and accelerate academic growth in the reading areas of phonemic awareness,	Administrative Team	The Administrative Team will be responsible for on-going monitoring of lessons provided to	Formative: Lesson Checkpoints as part of the

1	students in the ELL subgroup making learning gains in Reading was 42%. Students are deficient in the necessary critical thinking skills needed to interpret graphical information, locate, interpret, and organize information, and examine the validity and reliability of information within and across texts to be successful readers. .	phonics, fluency, oral language, vocabulary, and comprehension. Provide students with extra instructional support using Voyager Passport and/or Successmaker as a tier 2 intervention, which is in addition to Differentiated Instruction in the classroom		student and the review of students' work samples.	Voyager Passport Program Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	During the 2011-2012 school year, the percentage of students in the SWD subgroup making learning gains in reading was 25%. Our goal for the 2012-2013 school year is to provide remediation to increase by twelve percentage points the percent of students in the SWD subgroup making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (14)	37% (21)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the percentage of students in the SWD subgroup making learning gains in Reading was 25%. The identified area of deficiency on the 2012 administration of the FCAT 2.0 Reading Test was Vocabulary, Content Area. Students are showing a deficit in the area of Vocabulary and additional support is needed in this area.	During pre-reading activities, educators will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.	Administrative Team Literacy Leadership Team Reading Coach	The Reading Coach in collaboration with the Administrative Team and Literacy Leadership Team, will monitor on-going assessments and conduct weekly data chats using the Consultancy Protocol focusing on meanings of words	Formative: School-site and District Interim Assessments, Student Work Folders Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	During the 2011-2012 school year, the percentage of students in the Economically Disadvantaged subgroup making learning gains in reading was 50%. Our goal for the 2012-2013 school year is to provide remediation to increase by eleven percentage points the percent of students in the Economically Disadvantaged subgroup making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (231)	61% (281)

	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 2.0 Reading Test, the percentage of students in the Economically Disadvantaged subgroup making learning gains in Reading was 50%. Students are deficient in the necessary critical thinking skills needed to interpret graphical information, locate, interpret, and organize information, and examine the validity and reliability of information within and across texts to be successful readers. .	Build skills and accelerate academic growth in the reading areas of phonemic awareness, phonics, fluency, oral language, vocabulary, and comprehension. Provide students with extra instructional support using Voyager Passport and/or Successmaker as a tier 2 intervention, which is in addition to Differentiated Instruction in the classroom.	Administrative Team	The Administrative Team will be responsible for on-going monitoring of lessons provided to student and the review of students' work samples.	Formative: Lesson Checkpoints as part of the Voyager Passport Program Summative: 2013 FCAT 2.0 Reading Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker as a Tier 2 Intervention	K-5	Reading Coacch	K-5 Teachers	October 16, 2012	Teacher Lesson Plans, Classroom Walkthroughs	Assistant Principal
MTSS/Response to Intervention	PreK-5	School Psychologist	PreK-5	January 15, 2013	Classroom Walkthroughs Requests for Assistance	MTSS/RtI Leadership Team
Using the Benchmark Monitoring Tool and Common Core for Reading	3-5	Reading Coach, Assistant Principal	3-5 Grade Teachers	November 6, 2012	Data Chats	MTSS/RtI Leadership Team Assistant Principal

Reading Budget:

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

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

End of Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 32% (169) of students in grades Kindergarten through five have met proficiency in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
32% (169)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require additional support to develop common background and experiences as other peers in order to establish a communication path between the speaker and listener.	Teacher-led groups will be utilized in order to address Listening/Speaking. The Teacher-led groups will include whole-class, small group, and individual instruction introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.	Administrative Team	The Administrative Team will be responsible for ongoing classroom visitations to ensure implementation of teacher-led groups.	Formative: Ongoing classroom assessment results Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 27% (145)

| | CELLA Goal #2: | | of students in grades Kindergarten through five have met proficiency in Reading. |

| 2012 Current Percent of Students Proficient in reading: |

| 27% (145) |

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in need of additional support in vocabulary needed in order to read and fully comprehend text read.	Use a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom in order to support the teaching of important general principles about words and how they work, foster reading and writing, provide reference support for students during their reading and writing, promote independence on the part of young students as they work with words in writing and reading, provide a visual map to help students remember connections between words and the characteristics that will help them form categories, develop a growing core of words that become part of a reading and writing vocabulary.	Administrative Team	The Administrative Team will be responsible for ongoing classroom visitations to ensure implementation of interactive word walls.	Formative: Ongoing classroom assessment results Summative: 2013 CELLA Assessment

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

| 3. Students scoring proficient in writing. CELLA Goal #3: | Based on the 2012 Florida Comprehensive English Language Learning Assessment (CELLA) data, 29% (157) of students in grades Kindergarten through five have met proficiency in Writing. |

| 2012 Current Percent of Students Proficient in writing: |

| 29% (157) |

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are in need of additional support in knowledge and understanding of conventions of the	Instruction on process writing: planning, drafting, revising, editing, and publishing (according to each	Administrative Team	The Administrative Team will be responsible for ongoing classroom visitations to ensure implementation of	Formative: Assessment results Summative:

| 1 | written English language. | child's individual writing level), as well as sharing and responding to writing will be implemented with the ELL Learners. | | process writing. | 2013 CELLA Assessment |

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 33% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points from 33% to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (161)	39% (190)

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	For 3rd Grade students scoring at Achievement Level 3: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Fractions. For 4th Grade students scoring at Achievement Level 3: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Base Ten and Fractions. For 5th Grade students scoring at Achievement Level 3: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations, and Statistics. Students in grades 3-5 need assistance with quick recall of basic addition, subtraction and multiplication facts which contributes to their difficulties with fractions, expressions, equations and statistics.	For students in grades 3-5, provide the instructional support needed to develop an understanding of basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalents.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team, will review timed assessments of basic math facts to ensure progress is being made and instruction is adjusted as needed.	Formative: District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment:	

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 23% of the students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to maintain and/or increase student proficiency by 3% percentage points from 23% to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	26%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	For 3rd Grade students scoring at Achievement Levels 4 and 5: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Fractions. For 4th Grade students scoring at Achievement Levels 4 and 5: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Base Ten and Fractions For 5th Grade students scoring at Achievement Levels 4 and 5: The greatest area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations,	Enrich students with opportunities to participate in exploration and inquiry activities to simulate and manipulate fractions, expressions, and equations through the use of Computer Assisted Programs (CAP) including FCAT Explorer, Riverdeep, Successmaker, and Gizmos.	CAP Manager	CAP Manager will review CAP reports on a biweekly basis to ensure students are making adequate progress.	Formative: CAP reports generated from FCAT Explorer, Riverdeep, Successmaker, and Gizmos. Summative: 2013 FCAT 2.0 Mathematics Assessment.

and Statistics. Students in grades 3-5 require additional support and exposure to inquiry activities to simulate and manipulate fractions, expressions, and equations.	

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT 2.0 Mathematics Test, 60% 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 from 60% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (179)	70% (209)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 administration, students making learning gains increased by one percentage point when compared to the 2011 FCAT 2.0 Mathematics Test. Of the students making learning gains on the 2012 FCAT 2.0, the	Engage students in Number Sense activities using Computer Assisted Programs (CAP) including: FCAT Explorer, Riverdeep, Successmaker, and Gizmos that include visual stimulus to develop students' fluency with numbers and operations through algebraic thinking	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review CAP reports on a monthly basis to ensure students are making adequate progress.	Formative: CAP reports generated from FCAT Explorer, Riverdeep, Successmaker, and Gizmos. Summative: 2013 FCAT 2.0 Mathematics

greatest area of deficiency was understanding Numbers and Operations.	skills.			Assessment.

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 2011-2012 FCAT 2.0 Mathematics Test, 65% of students in the lowest 25% 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 5% percentage points from 65% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (52)	70% (56)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percent of students making learning gains decreased by 7 percentage points.

Students in the lowest 25% demonstrated a difficulty understanding Fractions.</td><td>Engage students in opportunities to participate in exploration and inquiry activities to simulate and manipulate fractions, through the use of Computer Assisted Programs (CAP) including FCAT Explorer, Riverdeep, Successmaker, and Gizmos.</td><td>Administrative Team and MTSS/RtI Team</td><td>The Administrative Team and MTSS/RtI Team will review CAP reports on a monthly basis to ensure students are making adequate progress.</td><td>Formative: CAP reports generated from FCAT Explorer, Riverdeep, Successmaker, and Gizmos.

Summative: 2013 FCAT 2.0 Mathematics Assessment.</td></tr>
</table>

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2011-2012 FCAT 2.0 Mathematics Test, 59% of students in the Hispanic subgroup 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 nine percentage points from 59% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 59% (280) Asian: N/A American Indian: N/A	White: N/A Black: N/A Hispanic: 68% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: N/A Hispanic: As noted on the 2012 FCAT 2.0 administration, 59 % of students in the Hispanic subgroup made learning gains. Of the students making learning gains on the 2012 FCAT 2.0, the greatest area of deficiency was understanding Numbers and Operations. Asian: N/A American Indian: N/A	Engage students in Number Sense activities using Computer Assisted Programs (CAP) including: FCAT Explorer, Riverdeep, Successmaker, and Gizmos that include visual stimulus to develop students' fluency with numbers and operations through algebraic thinking skills.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review CAP reports on a monthly basis to ensure students are making adequate progress.	Formative: School-site and District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2011-2012 FCAT 2.0 Mathematics Test, 53% of students in the ELL subgroup 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 ELL students making learning gains by eight percentage points from 53% to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (108)	61% (124)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 administration, 53 % of students in the ELL subgroup made learning gains. Of the students making learning gains on the 2012 FCAT 2.0, the greatest area of deficiency was understanding Numbers and Operations.	Engage students in Number Sense activities using Computer Assisted Programs (CAP) including: FCAT Explorer, Riverdeep, Successmaker, and Gizmos that include visual stimulus to develop students' fluency with numbers and operations through algebraic thinking skills.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review CAP reports on a monthly basis to ensure students are making adequate progress.	Formative: School-site and District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2011-2012 FCAT 2.0 Mathematics Test, 28% of students in the SWD subgroup 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 fifteen percentage points from 28% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (16)	43% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the percent of students making learning gains decreased by 10 percentage points. Students in the SWD subgroup demonstrated a difficulty understanding Fractions.	Provide students with the instructional support needed to develop an understanding of basic multiplication facts and related division facts in order to increase the understanding of fractions and fraction equivalents.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team, will review timed assessments of basic math facts to ensure progress is being made and instruction is adjusted as needed.	Formative: School-site and District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2011-2012 FCAT 2.0 Mathematics Test, 57% of students in the Economically Disadvantaged subgroup 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 nine percentage points from 57% to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (263)	66% (304)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 administration, 57 % of students in the Economically Disadvantaged subgroup made learning gains. Of the students making learning gains on the 2012 FCAT 2.0, the greatest area of deficiency was understanding Numbers and Operations.	Engage students in Number Sense activities using Computer Assisted Programs (CAP) including: FCAT Explorer, Riverdeep, Successmaker, and Gizmos that include visual stimulus to develop students' algebraic thinking skills.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review CAP reports on a monthly basis to ensure students are making adequate progress.	Formative: School-site and District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goa

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mathematics Workshop	K-5	Mathematics Liaison	K-5, Paraprofessionals	November 6, 2012	Classroom walkthroughs, Data chats	Administrative Team and Teachers
Differentiating Instruction with Go-Math Materials	K-5	Mathematics Liaison	K-5, Paraprofessionals	November 6, 2012	Classroom walkthroughs, Data chats	Administrative Team and Teachers
Hands on Mathematics Lab	K-5	Mathematics Liaison	K-5, Paraprofessionals	December 4, 2012	Classroom walkthroughs, Data chats	Administrative Team and Teachers

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

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:	On the 2012 administration of the FCAT 2.0 Science Assessment, 33% (55) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points from 33% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (55)	37% (62)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiencies as indicated by the 2012 FCAT 2.0 Science Assessment are Scientific Thinking and Earth and Space. Students experienced difficulty in implementing inquiry-based activities.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review the results of school-site assessments in order to monitor student progress.	Formative: School-site Assessments and District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the FCAT 2.0 Science Assessment, 9% (15) of students achieved above proficiency. Our goal for the 2012-2013 school year is to increase the students achieving above proficiency by 2 percentage points from 9% to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (15)	11% (18)

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
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1	The area of deficiency as indicated by the 2012 FCAT 2.0 Science Assessment is Earth and Space. Students were not exposed to instructional strategies that increased rigor through inquiry based learning.	Provide guided lab experiences through a partnership with Jose Marti MAST 6-12 Academy, whereby students engage in inquiry-based activities off campus that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review the results of school-site assessment data to monitor student progress and make adjustments to instruction as necessary.	Formative: School-site Assessments and District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment
2	Students lack the opportunity to practice inquiry-based learning outside of the classroom.	Encourage students to join the SECME club which meets before and afterschool to participate in engineering and technology contests and competitions.	SECME Sponsors	SECME Sponsors will review the results of the 2013 SECME Olympiad	Attendance records

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmo Training	Grades 3-5	Science Liaison	3-5 teachers, paraprofessionals	December 4, 2012	classroom walkthroughs and data chats	Literacy Team, Leadership Team, and Grade Level Leaders
Hands-On Science Lab	K-5	Science Liaison	K-5 teachers, paraprofessionals	October 16, 2012	classroom walkthroughs and data chats	Literacy Team, Leadership Team, and Grade Level Leaders

Science Budget:

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

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 percentage of students that scored Level 3.0 and higher on the 2012 Writing Assessment was 78%. Our goal for the 2012-2013 school year is to increase the percentage of proficiency by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (119)	80% (122)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was developing support in their writing. Students require the necessary skills to develop their writing piece by including supporting details, mature command of language and precision in word choice.	Utilize a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format such as narrative and expository writing	Administrative Team and Literacy Leadership Team	The Administrative Team and Literacy Leadership Team will review monthly writing prompts to monitor students' progress and implement an "Amazing Authors' Club" which recognizes top writers each month through a K-5 writing challenge.	Formative: Monthly writing assessments Summative: 2013 FCAT 2.0 Writing Assessment

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits of Writing	1-5	Reading Coach	Grades 1-5 Teachers	November 6, 2012	Teacher Lesson Plans and Classroom Walkthroughs	Literacy Leadership Team

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	During the 2012-2013 school year, Ben Sheppard Elementary will increase the average daily attendance rate to 96.79% (1101) by implementing a school wide attendance/timeliness program that provides incentives for both homeroom classes and individual students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.29% (1054)	96.79% (1060)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
300	285

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
173	164

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The overall average daily attendance rate in 2011-2012 increased 0.5% percentage points from the previous school year. Students who demonstrate a pattern of nonattendance and/or tardiness are usually in the primary grades due to frequent illness.	Identify and refer students developing a pattern of nonattendance and/or tardiness to the counselor, Community Involvement Specialist (CIS) and the Attendance Review Committee (ARC). Include parents in conferences to discuss improvement of attendance habits and prevention of unnecessary absences due to illness.	Assistant Principals	The Assistant Principals will review monthly attendance reports and provide monthly attendance updates at grade level meetings.	Attendance reports Attendance Review Committee documentation Connect-Ed messages

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
Motivators for Increased Student Attendance	K-5	Counselor	All Teachers	December 4, 2012	Monthly Attendance Reports	Administrative Team

Attendance Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Ben Sheppard Elementary will maintain or decrease the goal of 5 suspensions for the year 2012-2013.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
5	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
20	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
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	Of the 11outdoor suspensions, 9 were students enrolled in the EBD program. There are not enough opportunities to recognize students for positive behavior	Place emphasis on identifying model student behaviors and infusing core values. Implement and identify monthly core values as delineated in the Code of Student Conduct and implement SPOT success recognition to deserving students.	Administrative Team and Guidance Counselors	The Administrative Team and Guidance Counselors will monitor SPOT Success Reports and the reports on students with Indoor and/or Outdoor Suspensions	Monthly Suspension Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management Training	K-5	BMT Teacher	K-5 teachers, paraprofessional	January 15, 2013	Discipline reports	Administration, Teachers, Counselors

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A
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
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:		For the 2012-2013 school year, at least 95% of all 3-5 grade students will experience the scientific method by participating in the School/District Elementary Science Fair.		
	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 experienced difficulty in implementing inquiry-based activities	The following STEM practices are currently in place to prepare students to participate in STEM courses in the future: • TEAM classes in K-5 • SECME • Science Fair Engage students with opportunities to participate in exploration and inquiry activities through the use of hands-on, real world STEM application of projects and activities.	Administrative Team and MTSS/RtI Team	The Administrative Team and MTSS/RtI Team will review participation rosters for SECME and Science Fair when compared to 2011-2012 participation rosters.	Formative: District Interim or Quarterly assessment data Summative: 2013 FCAT 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Inquiry in Math and Science	K-5	Math/Science Liaisons	Teachers K-5	December 4, 2012	Science/Math Journal Entry Logs	Literacy Leadership Team

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

j⌐ Priority	j⌐ Focus	j⌐ Prevent	j⌐ NA	

Are you a reward school: j⌐ Yes j⌐ 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
Technology	$1,800.00
Supplemental instructional materials to support student achievement	$1,500.00
Supplies	$1,200.00

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

Support the implementation and the on-going development of the School Improvement Plan.

Monitor student achievement.

Reward student and teacher successes.

Discuss, evaluate, and execute decisions that will positively affect student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
BEN SHEPPARD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	81%	77%	49%	286	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	65%			134	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?	66% (YES)	72% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					558	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
BEN SHEPPARD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	78%	86%	44%	284	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	72%	64%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	66% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested