FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PHYLLIS WHEATLEY ELEMENTARY SCHOOL

District Name: Dade

Principal: Catalina Flor

SAC Chair: Myriam Ordaz

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Jackson Nicolas	Bachelor of Science in Elementary Education; Master of Science in Urban Education ; Educational Specialist in Leadership			'12 '11 '10 '09 '08 School Grade C C A A B AYP NA N Y Y N High Standards Rdg. 49 45 69 71 59 High Standards Math 58 69 76 71 68 Lrng Gains-Rdg. 63 56 69 79 65 Lrng Gains-Math 78 56 73 76 65 Gains-Rdg-25% 57 54 63 83 45 Gains-Math-25% 62 56 61 74 NA
Principal	Catalina Flor	Bachelor of Science in Psychology, Minor in Mathematics; Master of Science in Elementary Education Specialist in Reading; Certification: Elementary Education, ESOL	2	19	'12 '11 '10 '09 '08 School Grade : B A B A A AYP: NA Y N N N High Standards Rdg: 56 64 74 75 68 High Standards Math: 78 82 72 74 70 Lrng Gains-Rdg.: 57 77 67 72 64 Lrng Gains-Math: 73 89 53 57 67 Gains-Rdg-25: 57 77 62 72 65 Gains-Mathematics-25: 73 90 49 68 84

		Endorsed, Administration			

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Myriam Ordaz	Bachelor of Science, Elementary Education, Florida International University; Master of Science Elementary Education, NOVA Southeastern University Certification – Elementary Education 1-6, ESOL Endorsement	30	12	'12 '11 '10 '09 '08 School Grade B A F C D AYP NA Y N N N High Standards Rdg. 56 64 34 64 43 High Standards Math 78 82 59 82 52 Lrng Gains-Rdg. 57 77 38 66 51 Lrng Gains-Math 73 89 55 72 54 Gains-Rdg-25% 57 77 38 53 50 Gains-Math-25% 73 90 57 67 NA
Reading	Reading	Bachelor of Science, Elementary Education K-6, University of South Florida; Master of Science Reading Education K-12, NOVA Southeastern University Certification ESOL Endorsement	8		'12 '11 '10 '09 '08 School Grade B A F C D AYP NA Y N N N High Standards Rdg. 56 64 34 64 43 High Standards Math 78 82 59 82 52 Lrng Gains-Rdg. 57 77 38 66 51 Lrng Gains-Math 73 89 55 72 54 Gains-Rdg-25% 57 77 38 53 50 Gains-Math-25% 73 90 57 67 NA
Science	Kelley Garcia	Bachelor of Science, Elementary Education K-6, Florida International University; Master of Science, Educational Leadership, Nova Southeastern University Certification ESOL Endorsement Gifted Endorsement			'12 '11 '10 '09 '08 School Grade A A A A A AYP NA N N N Y High Standards Rdg. 77 91 89 90 87 High Standards Math 78 90 83 85 85 Lrng Gains-Rdg. 77 71 77 74 67 Lrng Gains-Math 81 73 58 74 61 Gains -Rdg-25% 75 58 61 70 57 Gains-Math-25% 66 56 53 57 61

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. Professional Learning Communities for Beginning Teachers (Lesson Studies)	Principal Leadership Team	Ongoing	
2	2. District-hosted recruitment events with onsite hiring of highly qualified candidates (interviewed and selected by principals)	Principal	Ongoing	Due to budget constraints a reduction in the workforce is projected for the 2010-2011 school year.
3	3. Assigning new teachers with veteran staff	Principal Assistant Principal	Ongoing	
	4. Incentives for teachers who arrive early, maintain good	Principal		

4	attendance and/or participate in extra-curricular activities (movie and restaurant gift cards).	Assistant Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
19	21.1%(4)	31.6%(6)	31.6%(6)	15.8%(3)	36.8%(7)	63.2%(12)	0.0%(0)	0.0%(0)	57.9%(11)

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

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

Teacher, Paraprofessionals and Community Involvement Specialist

At Phillis Wheatley Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, pull-out tutorial, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. School Administration develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental

Program, Supplemental Educational Services, and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Phillis Wheatley Elementary School uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teachers (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

At Phillis Wheatley Elementary School, Title III funds are used to provide reading and supplementary instructional materials (K-12).

Title X- Homeless

District Homeless Social Worker/Liaison provides resources (clothing, school supplies, and social services referrals) to students from Phillis Wheatley Elementary School identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

N/A

Nutrition Programs

Phillis Wheatley Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program (school breakfast, school lunch, and after care snack) follows 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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The process involves an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
At Phillis Wheatley Elementary School, the RtI is crucial; therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Reading Coach who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.
• School Guidance Counselor
• School Social Worker
• School Psychologist
• Primary Teacher
• Intermediate 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 RtI Leadership Team consists of the following: Principal, Assistant Principal, School Psychologist, School Counselor, Media Specialist, Primary Teacher, Intermediate Teacher and Reading Coach.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School behavior specialists
• Special education personnel
• School nurse
• Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more
intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and intervention that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consist of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The Leadership Team will consider the following steps to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Monitor academic behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating the staff on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
• FAIR assessment
• Interim assessments
• State/Local Mathematics and Science assessments
• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per month
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving process, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS is completely supported by the administrative team of the school along with all members of the Team. Communication is key when supporting the MTSS process. All TEAM members work with the teachers and staff at Phillis Wheatley to keep the system effectively flowing. Frequent meetings helps keep all members in communication while highlighting both short and long term goals.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The following personnel will be members of Phillis Wheatley Elementary School's Literacy Leadership Team:
• Catalina Flor, Principal
• Jackson Nicolas, Assistant Principal
• Adrianne Floyd, Reading Coach
• Myriam Ordaz, Teacher
• Andrea Murph, UTD Steward

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

At Phillis Wheatley Elementary School, the team will meet on a monthly basis throughout the school year. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The reading coach will serve as a member of the Reading Leadership team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The principal will provide adequate notice of meetings; time/coverage (if needed) to attend meetings; • team building activities.

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

To increase student reading achievement by maintaining fidelity of the implementation of the CRRP/Houghton Mifflin Reading Program, Supplemental Intervention Reading Programs (SIRP)/ Foundations , and Educational Technology programs, such as Accelerated Reader, SuccessMaker, Reading Plus and Ticket to Read.

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

At Phillis Wheatley Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten using The Florida Assessments for Instruction in Reading (FAIR) include: Broad Screening, a Broad Diagnostic Inventory, and a Targeted Diagnostic Inventory. The Broad Screening includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs.

Screening data will be collected and data will be disaggregated prior to September, 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. A subset of the Early Childhood Observation System (ECHOS) will be used to assess social and emotional development. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012FCAT Reading Test indicate that 30% of our students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percent of students scoring Level 3 by 6 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (24)	36%(28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have demonstrated deficiencies in: Fourth Grade-, Reporting Category 3, Literary Analysis. Fifth Grade- Reporting Category 2, Reading Application and Reporting Category 4, Informational Text. The lack of higher order questioning, low level of rigor and lack of interactive reading strategies, hindered the students from effectively analyzing various types of text.	During whole group instruction, third through fifth grade teachers will provide explicit mini-lessons to address the primary benchmarks. Implement and monitor the ETO Bell to Bell instructional framework to support literacy instruction. Increase explicit instruction through the" I DO, WE DO, THEY DO, YOU DO" gradual release model. Use higher complexity questioning strategies to promote, critical, independent, creative thinking for deeper understanding of the content. Institute regular embedded professional development through the use of lesson study, common planning with the Instructional Coach, and modeling to increase the capacity of classroom teachers to implement rigorous instruction. Ensure that teachers plan for and provide differentiated instruction	Administration Reading Coach	Review mini-assessment data to track progress and adjust instruction as needed during grade level meetings and data chats. Classroom Observations	FAIR Data Interim and Monthly Assessments

		that is aligned to students' specific needs. Implement Accelerated Reader, set goals, incorporate rigorous writing reflections and provide rewards through the positive Behavior Project. Utilize and monitor the use of the common board configuration to establish a consistent instructional routine by referencing the essential question, daily objectives and activities, at the beginning, middle and end of the lesson. Use Baseline, Interim assessment, monthly mini assessments and the previous year's FCAT data during teacher and student data chats to set school wide and individual student goals to drive instruction. Implement Saxon program daily for 45 minutes.			
2	The students lack fluency, which may serve as a barrier to both comprehending passages and completing the FCAT Reading Test in the time allotted.	During the opening routine portion of the reading block, 3rd-5th grade teachers will guide cooperative groups and implementation of 6-Minute Solution to improve student's fluency. Use interventionists to teach, monitor and assess students with deficiencies.	Administrators Reading Coach	Review pacing guide and lesson plans. Classroom Observations	ORF Checks
3					

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 19% of our students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percent of students scoring Levels 4 and 5 by 3 percentage points to 21 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (15)	21% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students lack exposure to complex text.	Increase literacy opportunities through all content areas by providing consistent opportunities to students to engage in rigorous writing opportunities related to the content, active reading strategies to scaffold understanding of complex text related to the topic through pre-reading strategies, during reading strategies and after reading strategies. Implement Accelerated Reader, set goals, incorporate rigorous writing reflections and provide rewards through the positive Behavior Project. Utilize and monitor the use of the common board configuration to establish a consistent instructional routine by referencing the essential question, daily objectives and activities, at the beginning, middle and end of the lesson. Implement and monitor the ETO Bell to Bell instructional framework to support literacy instruction. Increase explicit instruction through the" I DO, WE DO, YOU DO" gradual release model. Use higher complexity questioning strategies to promote, critical,	Administrators Reading Coach	Conduct teacher and student data chats Class and individual students tracking of Interim/Monthly	Interim and Monthly Assessments

		independent, creative thinking for deeper understanding of the content. Utilize assessment data to develop enrichment groups. Use interventionists to teach, monitor and assess enrichment.			
2	The students lacked enrichment opportunities.	Use project based learning in order to move students from guided learning to more independent learning. Thematic Units and Project Based Activities	Administrators Reading Coach	Classroom Walkthroughs Common Planning Reviewing pacing guides and lesson plans.	Student response logs and completed product. Student work folders
3	During teacher directed lessons, there was a minimal usage of H.O.T.S. questions.	During whole and small group instruction, higher order questions will be asked based on fiction and/or non-fiction text.	Administrators Reading Coach	Classroom Walkthroughs	Interim and Monthly Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 57% of our students achieved learning gains Our goal for the 2012-2013 school year is to increase the percent of students achieving learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (25)	67% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students lacked experience with rigorous instruction. There was a lack of Interventionists and intervention materials.	Increase and monitor activities to promote student-led discussions and active learning strategies such as think/ pair/share, accountable talk, use of response board, and technology clickers. Develop protocols and monitor during common planning to provide corrective feedback on select assignments to observe student mastery. Discuss and analyze student work samples and feedback during common planning.	Administrators Reading Coach	Classroom Walkthroughs	Monthly Assessments Interim Assessments Student Work Folders

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students making learning gains on the 2012 FCAT 2.0 by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (N<30)	67% (N<30)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% are in need of remediation and intervention, in addition to the core instruction.	Implement Saxon program with the minimum of 45 minutes daily. Provide mandatory afterschool tutoring to targeted students. Teachers will incorporate research based strategies school-wide. Implement extended small group instruction with a push in/pull out schedule. Teachers take part in common planning sessions at least once a week run by the instructional Coach.	Administration Reading Coach MTSS Leadership Team	Review Progress Monitoring data to ensure progress is being made and adjust intervention as needed.	FAIR Data
2	Students in the lowest 25% lack vocabulary necessary to comprehend text.	Teachers will instruct and model how to use context clues to determine the meaning of words Teachers follow a daily vocabulary routine during the introduction portion of whole group lesson (e.g. introduce word of day 1, match the word to the picture on day 2, use cloze sentences on day 3, etc.)	Administration Reading Coach MTSS Leadership	Ongoing classroom assessments focusing on students' knowledge of word meanings and relationships.	Formative Mini-Assessments
3	Students in the lowest 25% often are not provided ample opportunities to read various genres, during the reading block.	Encourage and promote the use of Accelerated Reader to ensure that students in the lowest 25%, consistently read.	Administration Reading Coach MTSS Leadership	Check students work folders to check for reading logs.	Performance on Monthly Assessment Interim Data Reports

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 #

5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	58%	62%	66%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 Reading Test indicate that 53% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by percentage 2 points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

53%(32)	55%(33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: There was lack of appropriate and timely intervention for the Black subgroup in reading due to limited personnel	Adjust the schedule to have interventions begin from the first day of school. Maximize the utilization of Differentiated Instruction in classrooms.	Administration Reading Coach MTSS Leadership	Teachers and Interventionist meet on a regular basis to review the intervention/Enrichment curriculum, discuss OPM DATA, and other issues pertaining to students' progress.	Formative Mini-Assessments Progress Monitoring Reports Performance on Monthly Assessment Interim Data Reports
2	Black: Students need consistent and structured Tier 2 intervention outside of the allocated 90 minute reading block to focus on foundational skills.	Time allocation within master schedule of foundational skills intervention for all grade levels with Saxon materials and Successmaker as progress monitoring for interventions.	Administration Reading Coach MTSS Leadership Lead Interventionist	Daily walkthroughs during SAXON Intervention sessions. Monitor attendance of targeted students in afterschool tutoring and SAXON Intervention.	Formative Mini-Assessments Progress Monitoring Reports Performance on Monthly Assessment Interim Data Reports SAXON Checkpoints

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 Reading Test indicate that 56% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(44)	57%(45)

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	There was a lack of appropriate and timely intervention for the Economically Disadvantaged subgroup in reading due to limited personnel.	Adjust the schedule to have interventions begin from the first day of school. Maximize the utilization of Differentiated instruction in classrooms.	Administration Reading Coach MTSS Leadership	Teachers and Interventionist meet on a regular basis to review the intervention/Enrichment curriculum, discuss OPM DATA, and other issues pertaining to students' progress.	Formative Mini-Assessments Progress Monitoring Reports Performance on Monthly Assessment Interim Data Reports
2	Student interventions lacked structure, consistency, and cohesiveness.	Implement and monitor interventions by tracking Ongoing Progress Monitoring results. Provide interventionists with coaching support to ensure interventions are consistent and structured.	Administration Reading Coach MTSS Leadership	MTSS, Leadership Team will meet monthly to monitor student progress, and the effectiveness of program delivery based on data.	Formative: FAIR, SAXON Checkpoints/ Benchmarks, Success Maker, Interim Assessments, & Monthly Assessments

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
Education Transformation Office Teacher Academy	K-5 Reading	ETO Personnel	K-5 Teachers and Reading Coach	August 8-12	Observations, Classroom walkthroughs, Student Work	Principal Assistant Principal Reading Coach
Lesson Study	K-5 Reading	ETO Personnel	All teachers	Ongoing	Observations, Classroom Walkthroughs, Student Work	Principal Assistant Principal Reading Coach
Saxon	K-5 Reading	Reading Coach	Interventionists	August 2012	Observations, Classroom Walkthroughs	Principal Assistant Principal Reading Coach
FAIR Data Analysis	K-5 Reading	ETO Personnel	Interventionists/K-5 Teachers	September 2012	Observations, Classroom Walkthroughs	Principal Assistant Principal Reading Coach
Differentiated Instruction	K-5	Reading Coach	All teachers	August/September	Classroom Observations, Data Chats	Principal Assistant Principal Reading Coach, MTTS Leadership Team

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	Increase percentage of students scoring proficient in

CELLA Goal #1:	listening and speaking by 10%.

2012 Current Percent of Students Proficient in listening/speaking:

52%(12)

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	There were limited opportunities for students to practice listening and speaking skills.	Provide weekly opportunities for listening and speaking activities that utilize listening centers (with headphones), literacy circles, ELL level 1 and 2 students will engage with Imagine Learning for 20 minutes on daily basis.	Reading Coach, Administration	Monitoring of monthly usage reports. Make instructional decisions based on learning gains report for individualized. Direct coaching support for interventionists; quarterly Listening/Speaking assignments and assessments.	Imagine Learning usage and learning gains reports.
2	There were limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and progress monitoring assessments of listening and speaking skills.	Provide quarterly Listening/Speaking OPM assessment and conduct data chats with students.	ESOL teacher, Reading Coach, Administration	Student data chat forms; quarterly Listening/Speaking assignments and assessments; lesson plans	OPM data from quarterly Listening/Speaking assessments

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

2. Students scoring proficient in reading. CELLA Goal #2:	Increase percentage of students scoring proficient in reading by 10%.

2012 Current Percent of Students Proficient in reading:

26%(6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There was a lack of scaffolding of grade level content, ESOL Strategies and Accommodations to ensure comprehensible input for all ELLs (levels 1-4).	Utilize common planning, to create scaffolded activities to include increased front loading, Tier 1 and Tier 2 vocabulary development, and multiple opportunities for student talk. Ensure that appropriate scaffolds, ESOL Strategies and Accommodations are	Reading Coach, Administration	Monitoring of common planning, lesson plans and classroom observations of ELLs to ensure appropriate scaffolding, ESOL strategies and accommodations are provided.	Classroom observation walk through tool; Coaching logs

		evident in daily lesson plans.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase percentage of students scoring proficient in writing by 10%.
2012 Current Percent of Students Proficient in writing:	
26% (6)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There was a limited use of daily writing practice (e.g. journals, quick write, bell ringer, exit slip, home learning).	Provide professional development of use of appropriate writing activities. Provide active coaching support on effective infusion of writing in daily lessons.	ESOL Teachers, Reading Coach, Administration	Lesson Plan evaluation; Monitoring of Common Planning ; Classroom observations of implementation; Student work folder evaluation	Rubrics, Classroom Walkthrough Protocol; Work Folder Evaluation

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 Math Test indicated that 37 % of the students scored at an Achievement Level 3. Our goal for the 2012-2013 school year is to increase Achievement Level 3 student proficiency by 2 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(29)	39%(30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations and Statistics in Grade 5. There was an increase of testing difficulty at subsequent grade levels. There was a lack of sufficient time needed to train staff in the implementation of new initiatives.	Utilize the Gradual Release of Responsibility Model for planning and lesson delivery. Incorporate reading and writing strategies through the use of the interactive journals following the ETO recommended format. Utilize structured preprinted graphic organizers, such as flip charts, Venn diagrams, foldables, webs and t-charts in all grade levels. Model and use manipulatives to draw connections from the concrete, to representational and abstract concepts and actively engage students in whole and small group formats. Incorporate a variety of critical thinking questioning strategies into lesson delivery through the use of collaborative strategies. Incorporate a Before-School Mathematics Lab where Mathematics Coach works with targeted students. Use Baseline, Interim. monthly assessments and previous year's FCAT data during teacher and	Administration MTSS Leadership Team Math Coach	Review lesson plans during Common Planning incorporating a variety of HOTS strategies including low, moderate and high complexity questions. Ongoing classroom Walkthroughs to monitor the fidelity of the math program. Use computer generated SuccessMaker reports to monitor student progress.	Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS,teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

		student data chats to set school- wide and individual student goals to drive instruction. Implement the coaching cycle and conduct lesson study to build teacher capacity and assist targeted teachers with math discourse.			
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number: Fractions in Grade 3. There were limited opportunities to engage students in hands-on and small group activities.	Use manipulatives during instruction to draw connections to representational and abstract concepts. Teacher will model use of manipulatives each time (during the "I Do") before students work with them individually or in small groups. Use Baseline, Interim. monthly assessments and previous year's FCAT data during teacher and student data chats to set school- wide and individual student goals to drive instruction.	Administration MTSS Leadership Team Math Coach	Ongoing classroom Walkthroughs to monitor the fidelity of the math program.	Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS,teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Math Test indicated that 32% of the students scored at or above an Achievement Levels 4 and 5. Our goal for the 2012-2013 school year is to increase Achievement Level 4 and 5 student proficiency by 1 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

32% (25)	33% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations and Statistics in Grade 5and Number: Fractions in Grade 3. Maintaining above grade level proficiency as difficulty level increases with subsequent test.	Provide the top 45% of third, fourth and fifth grade students the opportunity to engage in enrichment activities. Engage students in enrichment activities that use manipulatives and problem solving strategies. Utilize technology resources such as SuccessMaker, Destination Math, Go Math, and Gizmos.	Administration MTSS Leadership Team Math Coach	Review teacher-made assessments to ensure higher order level questions are embedded. Classroom walkthroughs to monitor teacher questioning strategies and rigor of student work. Review and provide corrective feedback creative interactive math journals following the ETO format used on a daily basis.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test
2	The master schedule did not incorporate sufficient time to accommodate enrichment activities.	Implement Math Project-Based Learning to increase student capacity to perform authentic tasks.	Administration MTSS Leadership Team Math Coach	Review critical thinking activities and project-based assignments to monitor progress and adjust activities as needed.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT MathTest

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	The results of the 2011-2012 FCAT Mathematics Test

gains in mathematics. Mathematics Goal #3a:	indicate that 73% of students made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(32)	78% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 assessment, the number of students making learning gains decreased by 16 percentage points when compared to the 2011 FCAT. Maintaining learning gains as difficulty level increases with subsequent tests. There was limited time for students to utilize technology.	Use Baseline, Interim assessment, monthly mini assessment and previous year's FCAT data during teacher and student data chats to set school wide and individual student goals to drive instruction. Create and post classroom data charts to motivate students to maintain and increase proficiency. Implement the coaching cycle to build teacher capacity and assist targeted teachers in specific instructional areas.	Administration MTSS Leadership Team Math Coach	Classroom walkthroughs to monitor teacher questioning strategies and lesson delivery using the gradual release of responsibility model to increase rigor in the classroom. Review monthly assessment data reports to ensure the math program is being implemented with fidelity and the data is used to differentiate and drive instruction.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test
2	The master schedule did not incorporate sufficient time to accommodate interventions.	Provide additional math time in the master schedule to facilitate interventions through small group instruction and Math Lab hands-on activities to address secondary benchmarks.	Administration MTSS Leadership Team Math Coach	Classroom walkthroughs to monitor teacher questioning strategies and lesson delivery using the gradual release of responsibility model to increase rigor in the classroom. Review monthly assessment data reports to ensure the math program is being implemented with fidelity and the data is used to differentiate and drive instruction.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 73% of students in the lowest 25% made learning gains in math. Our goal for the 2012-2013 school year is to increase the number of students making gains in the lowest 25% by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (N<30)	78% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 assessment, the number of students in the lowest 25% making learning gains decreased by 17 percentage points when compared to the 2011 FCAT. The students possess limited basic foundational mathematical skills to function at grade level.	Create an intervention schedule for targeted students to address deficient skills that are identified by formative assessments ensuring that groups remain fluid. Create and post classroom data charts after each assessment to motivate students to maintain and increase proficiency. Engage students in the debriefing process by developing student data chat folders to track student progress and discuss student strengths and weaknesses. Infuse math literature into the lesson to reinforce skills and improve comprehension to solve real-world problems using higher order thinking skills. Use the RTI tiered process to assist low performing students and provide appropriate interventions based on the data. Create and use the Instructional Focus Calendar to target	Administration MTSS Leadership Team Math Coach	Review monthly assessment data reports to ensure program is being implemented with fidelity and the data is used to differentiate instruction. Review lesson plans to ensure that Instructional Focus Calendars address all secondary benchmarks. Monitor small group differentiated instruction to ensure teachers are addressing student deficiencies and adjust interventions as needed	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments, Data Chats Summative: 2013 FCAT Math Test

		deficient benchmarks. Provide lessons that follow the ETO format which include "Introduction, I DO, WE DO, THEY DO, YOU DO, and Closure." Implement collaborative strategies during the THEY DO portion of the lesson to provide students with the opportunity to work with others and build self-esteem. Utilize current data to create flexible groups and provide differentiated instruction that is aligned to meet student's specific needs.			
2	There were limited opportunities to engage students in hands-on and small group activities.	Develop plan for the creation of a Math Lab. Create a calendar for the Math Lab and use the lab to model whole group and differentiated instruction.	Administration MTSS Leadership Team Math Coach	Ongoing assessments and observations of authentic student work samples produced in the Math Lab.	Formative: Student work samples, Interim Assessments, and Monthly Assessments. Summative: FCAT 2013

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	81%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Mathematics Test indicate that 73% of students in the Black subgroup achieved proficiency in mathematics. Our goal for the 2012-2013 school year is to increase students making gains in the Black subgroup by 2 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 73%(43)	75%(44)

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
	Black: The area of deficiency as noted on the 2012	Implement a rotation schedule for small group instruction that will	Administration MTSS Leadership	Classroom walkthroughs to monitor teacher questioning strategies	Formative: Prerequisite,Monthly Mini-Assessments

1	administration of the FCAT 2.0 Mathematics Test was Number Sense Operations, Problems and Statistics and Number: Fractions. There was a need for differentiated instruction to address individual student needs and incorporate technology into the lessons.	address individual learning styles during the extended mathematics instructional block based on current data. Use manipulatives to draw connections to representational and abstract concepts and to actively engage students in whole and small group formats. Institute regular embedded professional development during common planning and early release times through the use of Professional Learning Communities, lesson study, modeling, and the creation of model classrooms to increase the capacity of classroom teachers to implement rigorous instruction.	Team Math Coach	and rigor of student work. Review monthly assessment data reports to ensure program is being implemented with fidelity and the data is used to differentiate instruction. Review creative interactive math journals following the ETO format used on a daily basis. RTI team members will monitor student progress for targeted students and adjust academic goals utilizing teacher feedback.	tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test
2	The master schedule did not incorporate sufficient time to accommodate interventions.	Utilize data to identify Tier 2 and 3 students, place in appropriate intervention groups, provide PD to interventionists and tutorial teachers, and monitor student progress and attendance logs on a bi-weekly basis. Provide interventionist with coaching support to ensure that the teacher's interventions are consistent and structured.	Administration MTSS Leadership Team Math Coach	Ongoing: Review Monthly Assessments and Interim Assessments to ensure that progress is being made.	Formative: Prerequisite,Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Math Test indicate that 78% of students in the Economically Disadvantaged subgroup achieved proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase students making gains in the Economically Disadvantaged subgroup by 3 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (61)	80% (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
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number Sense Operations, Problems and Statistics and Number: Fractions. The master schedule did not incorporate sufficient time to accommodate interventions.	Utilize the Gradual Release of Responsibility Model when planning and lesson delivery. Identify students and place in appropriate interventions. Monitor student progress and regroup to maintain fluidity. Infuse literature and incorporate reading and writing strategies through the use of interactive mathematics journals utilizing structured preprinted graphic organizers, such as flip charts,Venn diagrams, foldables, webs, t-charts,etc.	Administration MTSS Leadership Team Math Coach	Review monthly assessment data reports to ensure program is being implemented with fidelity and the data is used to differentiate instruction. Review lesson plans to ensure that Instructional Focus Calendars address all secondary benchmarks. Monitor small group differentiated instruction to ensure teachers are addressing student deficiencies and adjust interventions as needed.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

1		Use Hands-On Equations and appropriate manipulatives to draw connections to representational and abstract concepts and to actively engage students in whole and small group instruction to solve real-world problems. Collaborate during PLCs to write higher order questions including ideal student responses in lesson plans. Throughout the lesson require student accountable talk to justify correct responses and explain incorrect answers. Incorporate a variety of critical thinking questioning strategies into lesson delivery through the use of "Think-Pair, Share," and "Write-Pair-Share." Institute regular embedded professional development during common planning and early release times through the use of Professional Learning Communities, lesson studies, modeling, and the creation of model classrooms to increase the capacity of classroom teachers to implement rigorous instruction.			
2	Limited opportunities to engage students in hands-on and small group activities The students possess limited basic foundational mathematical skills to function at grade level.	Incorporate a Before-School Mathematics Lab where Mathematics Coach works with targeted students. Create a calendar for the Math Lab and use the lab to model whole group and differentiated instruction.	Administration MTSS Leadership Team Math Coach	Review monthly assessment data reports to ensure program is being implemented with fidelity and the data is used to differentiate instruction. Ongoing assessments and observations of authentic student work samples produced in the Math Lab.	Formative: Prerequisite, Monthly Mini-Assessments tied to NGSSS, teacher-made assessments, Interim Assessments Summative: 2013 FCAT Math Test

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Effective Utilization of Data	K-5	Math Coach	School Wide	Continuous	Follow-up Activities	Principal Assistant Principal Math Coach
Lesson Study	K-5	Math Coach	School Wide	Continuous	Observations, Classroom Walkthroughs, Student Work	Principal Assistant Principal Math Coach
Hands-On Equation	3-5	Hands-On Equation Reps.	Grades 3-5	August-September	Follow-up Activities	Principal Assistant Principal Math Coach
SuccessMaker	K-5	Success Maker Reps.	School Wide	August-September	Observations, Classroom Walkthroughs, SuccessMaker Reports	Principal Assistant Principal Math Coach

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT Science Test indicate that 32% of students in grade five achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (6)	36% (7)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.	Utilize the Gradual Release Model of Responsibility when planning and delivering lessons. Plan lessons following the "Introduction-I Do-We Do-They Do-You Do-Closure" format. Utilize GIZMOS to enhance the learning process in Physical Science. Require student accountable talk to justify correct answers and explain incorrect answers. Engage students in Collaborative Strategy activities during teacher modeled instruction and guided practice when asking high-order questions.	Science Coach Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District assessment and school generated assessments Summative The Science Coach will monitor teacher progress and model effective science strategies for the teacher during instruction. The Coach will provide feedback to the professional via Lesson Feedback Forms, PLC's, and individual conferences. The Administration will monitor instruction via informal and formal observations. Results from the 2013 FCAT Science Assessment
2	Uniformity in teaching of effective reading strategies across the curriculum to promote connections between science and other subjects and strengthening of previously taught strategies.	Incorporate reading and writing strategies into science instruction. Schedule the literacy coach during common planning to model effective reading strategies. Utilize reading comprehension strategies during teacher directed instruction from the text. Minimize copying from the board by providing students with printed text/materials needed for lesson to paste into their journals and model how to underline or highlight important concepts. Use structured (pre-printed) graphic organizers (i.e. flip charts), Venn Diagrams, folders,	Science Coach Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, Class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District assessment and school generated assessments Summative The Science Coach and Administration will monitor instruction via informal and formal observations. Reviews of student journal entries, graphic organizers, and current events that are pasted and/or stapled into the science journal. Results from the 2013 FCAT Science Assessment

		webs, T-charts, etc.) during activities. Ensure that students understand how to complete the graphic organizer by first modeling each step.			
3	Limited knowledge of teachers in key content and confidence in the operation of a science investigation and lab report completion.	Take part in regular embedded professional development. Conduct PLC (common planning) sessions at least once a week for each grade level to be run by the instructional coach. Prepare an agenda prior to the meetings and complete a log to document meeting notes. Plan for and conduct weekly Science labs in grades K-5. Provide teachers training on new technology (i.e., Interactive Whiteboards, Discovery, Gizmos). Incorporate the use of online activities with interactive technology such as FOCUS, FCAT Explorer, GIZMO, Study Jams and Brain Pop	Science Coach Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, Class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District assessment and school generated assessments Summative The Science Coach and Administration will monitor instruction via informal and formal observations. Reviews will be conducted of lab reports located in science student journals and assessed by using a Rubric Scale to facilitate systematic evaluations. Results from the 2013 FCAT 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above	The results of the 2011-2012 FCAT Science Test indicate that 0 % of students achieved Levels 4 and 5 proficiency.

Achievement Level 4 in science. Science Goal #2a:	Our goal for the 2012-2013 school year is to increase achievement above proficiency and provide enrichment opportunities to increase the number of students scoring above proficiency by 2 percentage points to 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers' proficiency with regard to disaggregate of the data in order to strengthen knowledge base of learners' needs.	Use data to create goals and drive instruction. Engage students in the debriefing process by including student data-chat forms, placed in their journal and individually meeting with students to discuss strengths and deficiencies from each assessment. Bell Ringers and other forms of assessment aligned with the NGSSS will be administered regularly.	Teachers, Science Coach Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, Class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District generated assessments aligned with NGSSS and school generated assessment results. Summative The Science Coach and Administration will monitor instruction via informal and formal observations. Results from the 2013 FCAT Science Assessment
2	Time and financial constraints associated with extracurricular hands-on activities and/or science related field trips.	Identify the top 45 percentile (identified by performance on the 4th grade Reading FCAT score and/or Baseline Assessment) and plan opportunities for students to take part in a once a month or biweekly Science Club. Plan opportunities for student participation in annual School Science Fair and/or Regional/District Science Fair Competition.	Science Coach Teachers Administration	Review formative assessment data reports, classroom assessments, classroom observations, Student Data Chats, Class and individual monitoring reports and monitoring of common planning to ensure progress is being made and adjust instruction as required.	Formative District generated assessments aligned with NGSSS and school generated assessment results. Summative The Science Coach and administration will monitor instruction via informal and formal observations Results from the 2013 FCAT Science Assessment

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

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

in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview of Body of Knowledge	K-5	ETO Science CS Science Coach	All Teachers	Quarterly	Sign In sheets Walkthrough	Administration Science Coach
Discovery Learning	K-5	Discovery Learning Trainer ETO Science CS Science Coach	All Teachers	Sept. - June	Walkthrough Lesson Plans Usage Report	Administration Science Coach
Unwrapping the Benchmark	K-5	ETO Science CS Science Coach	All Teachers	October 2012	Sign In sheets Walkthrough	Administration Science Coach
Gizmo	K-5	ETO Science CS Science Coach	Content Teacher 3-5	Sept.-Nov.	Sign In Sheets Walkthroughs Usage Report	Administration Science Coach

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:	On the 2011-2012 administration of the FCAT Writing Test, 73% of students achieved proficiency at Level 3. Our goal for the 2012-2013 school year is to increase student proficiency to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(22)	76%(23)

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 from the 2012 administration of the FCAT Writing Test was elaboration and conventions. Students may have difficulty formulating sentences with appropriate subject/verb agreement and remaining on topic.	Students will use supporting details or provide facts and/or opinions through concrete examples, comparisons, real life examples, anecdotes to enhance their writing. Use the pacing guide to incorporate the explicit teaching of conventions as a part of the daily routine. Utilize the writing rubric consistently during conferencing. Utilize common planning to conduct a mini PD on the use of the writing rubric. Include the use of the writing rubric in lesson planning. Predetermine the specific graphic	Reading Coach Principal Assistant Principal	Administer and score monthly writing prompts to monitor students' progress and adjust instruction and the focus as needed. Monitor student writing folders and daily instruction in writing for progress and adjust instruction and focus as needed.	Formative: Scores from monthly writing assessments using the 4th Grade Writing Rubric. Student Writing Folder

		organizer for each mode of writing for 3rd and 4th grade.			

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring Writing Samples	3/4 Writing	Reading Coach	3rd and 4th Grade Teachers	August –October	Monitor Students Writing Folders/Logs	Administration Reading Coach
The Writing Process	3/4 Writing	Reading Coach	3rd and 4th Grade Teachers	August-October	onitor Student Writing Folders/Logs	Administration Reading Coach
Enhancing the effective use of writing skills and strategies.	4 Writing	ETO, Reading Coach	Grade 4 Teachers	October 2012	Monitor student journals, and writing samples. Students will use editing and revising skills to better enhance their writing skills.	Administration Reading Coach

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this school year is to increase attendance to 94% by decreasing the number of absences due to illnesses and create a school culture that is inviting and where school attendance is a priority for both parents and students. Additionally, our goal for this year is to decrease the amount of students with excessive absences (10 or more) and excessive tardiness.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.13% (210)	94.13 (213)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
105	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
57	54

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Illnesses-excused absences has maintained from the previous year.	Maintain a clean environment throughout the school. School nurse will educate students and parents with tips on preventing common illnesses.	Administrators, Counselor, and School Nurse	Weekly activity logs to administration from clinic. Review of attendance data and clinic logs during bi-weekly meetings with RtI	Attendance Rosters

1		Inform parents of our on-site full service clinic that is available to address common illnesses or medical concerns. Guidance counselor will identify students with excessive absences and consult with parents and students to address reasons for tardiness and develop solutions.		Team.	
2	The amount of students tardy daily has increased.	Create an incentive program for those students who are consistently present and on time. Guidance counselor will identify students with excessive tardiness and consult with parents and students to address reasons for tardiness and develop solutions.	Administrators and Counselor	Review of Tardy Logs during bi-weekly meetings with RtI Team.	Tardy Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance/ Tardiness	PreK-5	Administration	Mtts Team	Monday (Bi-Weekly)	Team members will review data bi-weekly to monitor students that are excessively absent and/or tardy and discuss and devise solutions.	Administrators
Illness Prevention Training	PreK-5	School Nurse	All Staff Members	September 2012	School Nurse will visit all classrooms to monitor cleanliness strategies and review healthy tips with teachers and students.	Administrators

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:	During the 2011-2012 school year, there were 25 Out of School Suspensions. For the 2012-2013 school year, the goal is to decrease Out of School suspensions to 23.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
25	23
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	17

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of suspensions increased during the 2011-2012 school year. This is due to a lack of understanding of school expectations of appropriate behavior.	Implement the Positive Behavior Support Model. Utilize the Code of Student Conduct by providing incentives for compliance through the	Administration School Counselor School Psychologist School Social Worker, PBS Team	Review Student Case Management Referrals and PBS Reporting Forms monthly to monitor progress. School Wide Information System	Formative: Monthly Record of Suspensions Summative: 2012-2013 Suspension Report

		use of the PBS.		(SWIS) Data	
2	Students' poor decision- making concerning behavior is heavily influenced by negative external forces surrounding the school environment.	Student Services personnel will implement self-esteem, conflict resolution and anti-bullying lessons in whole group, small group, and individual settings.	School Counselor School Psychologist School Social Worker	Review Student Case Management Referrals monthly to monitor progress.	Formative: Monthly Record of Suspensions Summative: 2012-2013 Suspension Report

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A- Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A- Title I School, see PIP	N/A- Title I School, see PIP

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:	

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						

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

( ) Priority ( ) Focus ( ) Prevent (•) NA

Are you a reward school: ( ) Yes ( ) No

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

No Attachment

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District PHYLLIS WHEATLEY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	82%	71%	35%	252	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	77%	89%			166	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?	77% (YES)	90% (YES)			167	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					585	
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 PHYLLIS WHEATLEY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	34%	59%	72%	11%	176	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	38%	55%			93	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?	38% (NO)	57% (YES)			95	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					364	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested