

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PERRINE ELEMENTARY SCHOOL

District Name: Dade

Principal: Maileen A. Ferrer

SAC Chair: Ania Marti

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/6/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maileen Ferrer	Certifications/Endorsement ELEM ED, ESOL PRIMARY ED, ED LEADERSHIP Degrees: BA- Elementary School Education/Early Childhood Education Barry University Master of Science Degree In TESOL and Urban Education Florida International University Specialist Degree Educational Leadership Nova	4	9	'12'11'10'09'08' School Grades A A B B AYP N NY N N High Standards – Rdg 74 83 58 62 68 High Standards – Math 73 81 72 57 61 Lrng Gains – Rdg 69 69 63 65 64 Lrng Gains – Math 74 83 75 66 70 Gains-R-25 60 60 67 Gains-M-25 59 59 67 Science – 50 52 40 40 2009-2012 Perrine Elem. School – Principal 2008-2009 Perrien Elem. School – Interim Principal 2005-2007 Frances F. Tucker Elem. School – Assistant Principal

		Southeastern University			
Assis Principal	Tammy S. Edouard	Certifications/Endorsements ENGLISH 6-12, ESOL ED LEADERSHIP Degrees: BS-Criminal Justice, Juvenile Delinquency Florida A&M University Master of Education Florida A&M Specialist Degree Educational Leadership Nova Southeastern University	3	3	'12'11'10'09'08' School Grades A A * * * AYP N N * * * High Standards – Rdg 74 83 * * * High Standards Math 73 81 * * * Learning Gains-Rdg 69 69 * * * Learning Gains-Math 74 83 * * * Gains-R-25 60 60 * * * Gains-M-25 59 59 * * * Science 50 52 * * * 2009-2012 Perrine Elementary School – Assistant Principal 2009 – Curriculum Support Specialist, Region V - * 2007-2008 Curriculum Support Specialist, District - *

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)

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	Provide targeted professional development based on trends in data and observation.	Administrators, Instructional Coaches and Liaisons	June 2013	
2	Survey teacher for input regarding their professional development needs.	Administrators, Instructional Coaches and Liaisons	September 2012	
3	Provide opportunities for teachers to share best practices with each other.	Administrators, Instructional Coaches and Liaisons	June 2013	
4	Provide leadership opportunities based on teacher feedback.	Administrators, Instructional Coaches and Liaisons	June 2013	

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
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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
55	0.0%(0)	18.2%(10)	45.5%(25)	36.4%(20)	41.8%(23)	100.0%(55)	7.3%(4)	3.6%(2)	67.3%(37)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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?

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?

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.

Describe the plan to train staff on MTSS.

The school site MTSS/RtI team will provide literature, relevant websites, and updated information outlining the RtI process.

Describe the plan to support MTSS.

Policies and procedures will be aligned across all grade levels, the district, and the state. Additional resources and information will be provided as appropriate and/ or timely.
On-going data driven professional development and support that align to student goals and staff needs will be provided.
Academic achievements will be shared with stakeholders and success will be celebrated to motivate students and staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Maileen Ferrer; Assistant Principal, Tammy Edouard; Media Specialist, Brandi Givens; SPED Chairperson, Albertha Nixon; Grade Level Chairs, Lydia Reyes, Taciana Lima, Elena Luciano, Julie Lopez, Tanisha Burgess, Martha Mederos; SPED Teacher, Albertha Nixon; Writing Teacher, Diana Maler

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

The Literacy Leadership team will meet quarterly. The team will review data, establish expectations of high achievement in reading, and develop a school-wide literacy plan centered on a reading/writing connection. The team will facilitate collaboration across grade levels and monitor interventions for students failing to meet curriculum expectations. The team will identify students who are in need of enrichment and provide resources, strategies and activities to maximize their learning potential.

The Principal will guide the development of the School Literacy Plan through collaboration and sharing of best practices in literacy education, provide training and support for teachers, monitor literacy instruction via focused classroom walkthroughs, and ensure that literacy remains a priority.

The Assistant Principal, in conjunction with SPED Teachers, School Counselor, and School Psychologist will analyze, and interpret school data; work with team members to establish goals based on data; develop strategies to achieve goals; monitor the use of the FAIR Decision Tree to develop Differentiated Instruction in Reading, monitor literacy instruction via focused classroom walkthroughs and ensure that literacy remains a priority

The media specialist will use her expertise to collaborate with teachers regarding student data, develop lesson plans to meet the needs of students, and be a leader in the implementation of school-wide literacy plan, develop literacy extension activities that all students can participate in, develop a culture of readers among the students, staff, and parents, and community stakeholders.

SPED/ESOL teachers will support student achievement in the classroom by collaborating with general education teachers to develop lesson plans; modeling, supporting, and providing feedback on the effective use of accommodations in the classroom; analyzing data regularly; teaching students to monitor their own progress and learning styles; adjusting literacy strategies/lessons to support student learning and comprehension; and providing additional resources and insight while making recommendations to use with struggling readers

Spanish teachers will support student achievement in the classroom by using the Common Core as a guide for utilizing exemplar text in Spanish classes; creating lessons that provide opportunities for students to use the reading/writing connection regularly; creating lessons that develop students ability to apply appropriate writing conventions; providing students more opportunities to work collaboratively in small groups and pairs; using a variety of tiered activities, lessons, and assessments to include reading graphic organizers and literacy activities.

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

The major initiative of the Literacy Leadership Team is to strengthen reading comprehension and reading for pleasure among all stakeholders within the school community. A major focus for 2012-2013 will be the extended implementation of the Common Core, the use of exemplar texts with emphasis on comprehension, real world application, the reading/writing connection. Additionally, the LLT will strive to inform all stakeholders, including students and parents, of the new level of expectation.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*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.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 27% (111) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Reading Test. Given instruction using the Next Generation Sunshine State Standards, 29% (120) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (111)	29% (120)

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 demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application. Students lack the foundational skills necessary to decode and analyze text in order to make meaning.	Provide students with instructional strategies such as the use of graphic organizer and how to use context clues such as definition restatement, semantic relationships, analyzing words parts, and parts of speech to figure out words in context.	Administrators, Reading Coach, Grade Level Chair	Monitor implementation by reviewing data from classroom assessment, reviewing quarterly data reports and student work samples and adjusting instruction as needed.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: FCAT 2.0 2013 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need additional review and practice.	To improve comprehension, reading selections should be taught at a level that	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of	Formative Assessments: Learning Today Results, classroom

1		does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning concepts		the skill taught.	assessments Summative Assessment: 2013 Florida Alternate Assessment results.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 43% (179) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Reading Test. Given instruction using the Next Generation Sunshine State Standards, 44% (182) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (179)	44% (182)

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 demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application. Students have limited proficiency due to lack of exposure to informational material and content specific vocabulary.	Students will utilize Ready Books and Wordly Wise which will give them a deeper understanding of the content focus and a richer understanding of vocabulary in context. Students will complete project-based learning projects to demonstrate understanding of multiple benchmarks in reporting category 2.	Administrators, Reading Coach, Grade Level Chair	Monitor implementation by reviewing data from classroom assessments, interim assessments and student work samples that focus on Informational text and adjusting instruction monthly.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: FCAT 2.0 2013 Reading Assessment
2	The other area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 4 Informational Text/Research Process. Students lacked significant opportunity to interpret grade-level informational text.	Provide students with resources such as Time for Kids, fliers and How-To-Articles in an effort to use text features to locate, interpret and organize informational text.	Administrators, Reading Coach, Grade Level Chair	Monitor implementation by reviewing data from classroom assessments, interim assessments and student work samples that focus on Informational text and adjusting instruction as monthly.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: FCAT 2.0 2013 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of our third grade students scored at or above a level 9. Our goal for the 2012-2013 school year is to maintain level of proficiency at 9 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

9	9				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning concepts.	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment results

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:	In grades 3-5, 79% (212) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Reading Test. Given instruction using the Next Generation Sunshine State Standards, 84% (225) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (212)	84% (225)

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 demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application. Students lack the ability to successfully apply more than one strategy while reading.	Students will interact with text using reciprocal reading strategies to predict, question, clarify, question and summarizations. Provide students with supplemental tutoring to support reading comprehension strategies and strengthen foundational skills.	Administrators, Reading Coach, Grade Level Chair	Monitor progress through teacher made tests, interim assessments and samples of student work, FAIR reports on a quarterly basis.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: FCAT 2.0 2013 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students made learning gains. Our goal for the 2012-2013 school year is to maintain our learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

9						9
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Train teachers to effectively implement Access Points.	Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols. The use of picture walks should be used to assist students in making predictions of a reading selection.	Review ongoing classroom assignments and assessments that target application of the skill taught.	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment results	

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:	In grades 3-5, 81% (54) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Reading Test. Given instruction using the Next Generation Sunshine State Standards, 86% (58) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (54)	86% (58)

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 demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 3 Literary Analysis. Students have difficulty extracting and retaining meaning in text.	Provide students with small group differentiated instruction to scaffold reading skills. Use Ladders to Success to supplement intervention and target specific areas of weakness for individual students.	Administrators, Reading Coach, Grade Level Chair	Ongoing classroom assessments, interims progress reports and adjusting instruction monthly.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: FCAT 2.0 2013 Reading Assessment	

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

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

	69	72	75	77	80	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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 FCAT Reading Assessment indicated that our Black and Hispanic subgroups made satisfactory progress in the area of Reading. Our goal for the 2012-2013 school year is to increase the expected level of performance in the White subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 56% (69) Hispanic: 78% (153) Asian: 92% (16) ELL: 63% (22) SWD: 37% (13) ED: 65% (180) White: 76%(55)	Black: 58% (72) Hispanic: 81% (159) Asian: 93% (16) ELL: 66% (23) SWD: 49% (18) ED: 67% (186) White: 88%(63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 2 Reading Application. Students lack the foundational skills necessary to successfully apply reading strategies while reading.	Utilizing data identify students who need tier 2 and tier 3 Interventions. Place targeted students in appropriate interventions, and monitor student progress on a monthly basis. Monitor differentiated small group instruction in the classroom.	Administrators, Reading Coach, Grade Level Chair	Data from classroom assessments and monthly school wide assessments focusing on the ability to apply Reading strategies and adjusting instruction as needed.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR, SuccessMaker Summative: FCAT 2.0 2013 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Assessment indicates that 37% (13) of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (13)	49% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test has indicated a disadvantage in Category 3 Literary Analysis. Students have difficulty extracting and retaining meaning in text.	Reading teachers will use instructional support materials such as story maps, character developments charts, and Somebody/Wanted/But/So charts to reinforce the concept of identifying exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fictional text. Teach students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.	Administrators, Reading Coach, Grade Level Chair	Administrators, Reading Coach, RtI team, and LLT RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports Accelerated Reader/STAR Reports Summative Assessment: 2013 FCAT 2.0 Reading Test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicates that 65% (180)of students in the Economically Disadvantaged Subgroup made Adequate Yearly Progress. Our goal for the 2013 FCAT 2.0 Reading Test is to increase 3 percentage points to 67% (186)of students making learning gains in the Economically Disadvantaged subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (180)	67% (186)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity to the implementation of supplemental tutorials and intervention programs (including student attendance) may hinder student progress.	Implement targeted computer-based DI lessons via center rotations for students in need of additional support.	Administration Reading Liaison Grade Level Chair	Technology Usage Reports Intervention Attendance Logs Data will be used to adjust instruction as needed.	Formative: Mini-Assessments Monthly Assessments Interim Assessments Voyager Check Points Voyager Fluency Assessments Summative: 2012 FCAT Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Reading Coach/Language Arts Department Chairperson	K-5 Reading/Language Arts Teachers	August 17, 2012	Lesson Plans & Walkthroughs	Administration
SuccessMaker (MTSS)	K-5	Reading Coach/Language Arts Department Chairperson	K-5 Reading/Language Arts & Math Teachers	September 17, 2012	SuccessMaker Reports	Administration/Grade Level Chairs
Inclusion Accommodations in Reading	K-8	SPED Teacher Administrator	K-5 Reading/Language Arts Teachers	August 17, 2012	Lesson Plans & Walkthroughs	Administration/SPED Chairperson
MTSS/RtI	K-8	School Staffing Specialist	All Teachers	September 17, 2012	Documentation and Student Data related to RtI process	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Grammar Practice	Daily Language Books	EESAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reading Program used to support school-wide literacy program	Accelerated Reading Program	EESAC	\$5,600.00

			Subtotal: \$5,600.00
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: \$7,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In grades 3-5, 59% (75) of students achieved proficiency on the 2012 administration of the CELLA Test.			
2012 Current Percent of Students Proficient in listening/speaking:					
59% (75)					
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 the opportunities for meaningful language practice.	Continually develop lessons that provide opportunities for students to work collaboratively in small groups to utilize their oral language skills. Plan activities centered on structured conversations to discuss books and real-world concepts that build vocabulary.	Administrators, Reading Coach, Grade Level Chair	Review and analyze data from monthly progress monitoring in order to determine students' growth and focus on areas of need monthly.	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In grades 3-5, 35% (44) of students achieved proficiency on the 2012 administration of the CELLA Test.
2012 Current Percent of Students Proficient in reading:	
35% (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
1	Students lack the necessary skills to use and understand vocabulary in context	Provide students with opportunities to make meaning from new words in context through the use of poetry, figurative language, synonyms and antonyms, homophones, vocabulary maps, graphic organizers and interactive word walls.	Administrators, Reading Coach, Grade Level Chair	Review and analyze data from quarterly progress monitoring in order to determine students' growth and focus on areas of need. Adjust instruction monthly	Formative: Mini-assessments, monthly assessment, interim assessments, FAIR Summative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In grades 4, 30% (38) of students achieved proficiency on the 2012 administration of the CELLA Test.

2012 Current Percent of Students Proficient in writing:

30% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the Standard English Conventions necessary to demonstrate the writing process effectively.	The use of Reading Response Journals, Spelling strategies, Mini-Lessons on the writing process and the use of proper standard English conventions. Additionally, students will utilize mentor text and peer editing.	Administrators, Reading Coach, Grade Level Chair	Review and analyze data from weekly progress monitoring writing prompts in order to determine students' growth and focus on areas of need. The results will also be used to guide whole group and/or small group instruction. Review of student work samples in writing folders	Pre and Post District Writing Assessments, Teacher scored prompts using rubrics

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:	In grades 3-5, 26% (107) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Math Test. Given instruction using the Next Generation Sunshine State Standards, 29% (120) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (107)	29% (120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency for third grade as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1: Number: Fractions. The area of deficiency for fourth and fifth grade was Reporting Category 3: Geometry and Measurement.</p> <p>Number: Fractions- students lack the foundational skills of multiplication and division</p> <p>2. Geometry and Measurement. This deficiency is due to limited understanding of the foundational skills of geometric and measurement concepts particularly fractions.</p>	<p>Students will have opportunities to do hands-on/real-world activities using manipulatives to explore the 3 models of fractions: area model, linear model, and set mode</p> <p>Students will use iTools-Virtual Manipulative through Think Central website- to explore alternate forms of visual representations of fractions</p> <p>Students will be provided appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for developing perimeter, volume, and surface area. These activities will include real-life projects using an array of measurement tools.</p>	Administration Grade Level Chairs Math Liaison	<p>Ongoing classroom assessment on the 3 models of fractions.</p> <p>Student math journals and work samples</p> <p>Data will be used to adjust instruction and intervention groups monthly</p>	<p>Formative: Go Math! Chapter Test</p> <p>Mini-Assessment through FOCUS Web Site</p> <p>Interim Assessments</p> <p>Summative: FCAT 2.0 2013 Mathematics Assessment</p>

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

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

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and repetition.	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts.	Administrators, SPED Lead Teacher	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment results
2					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	In grades 3-5, 36% (148) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Math Test. Given instruction using the Next Generation Sunshine State Standards, 37% (153) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (148)	37% (153)

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 for third grade as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1: Number: Fractions. The area of deficiency for fourth and fifth grade was Reporting Category 3: Geometry and Measurement. Number: Fractions- students lack the foundational skills of multiplication and division 2. Geometry and Measurement. This	Students will participate in enriched and rigorous inquiry based hands-on grade-level appropriate geometry and measurement, number sense and fraction activities which include project-based learning. In addition, students will utilize enrichment activities from the Go Math! series and GIZMOS to apply the concepts learned to find solutions to real-life problems.	Administration Grade Level Chairs Math Liaison	Ongoing classroom assessment on the 3 models of fractions. Student math journals and work samples Utilize rubrics to measure understanding of concepts taught. Utilize data from Go Math! and GIZMOS to measure and monitor learner progress monthly..	Formative: Go Math! Chapter Test Mini-Assessment through FOCUS Web Site Interim Assessments Summative: Summative: FCAT 2.0 2013 Mathematics Assessment

deficiency is due to limited understanding of the foundational skills of geometric and measurement concepts particularly fractions.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 73% (195) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Math Test. Given instruction using the Next Generation Sunshine State Standards, 78% (209) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (195)	78% (209)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The area of deficiency for third grade as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1: Number: Fractions. The area of deficiency for fourth and fifth grade was Reporting Category 3: Geometry and Measurement.	Students will utilize re-teach activities from the Go Math! series and Success Maker math as interventions to reinforce the concepts taught.	Administration Grade Level Chairs Math Liaison	Ongoing classroom assessment on the 3 models of fractions. Student math journals and work samples Utilize data from Go Math! to measure and monitor learner progress monthly.	Formative: Go Math! Chapter Test Mini-Assessment through FOCUS Web Site Interim Assessments Summative: Summative: FCAT

1	Number: Fractions- students lack the foundational skills of multiplication and division			2.0 2013 Mathematics Assessment
	2. Geometry and Measurement. This deficiency is due to limited understanding of the foundational skills of geometric and measurement concepts particularly fractions.			

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2011-2012 Florida Alternate Assessment indicates that 100% (1) of students in grades three made learning gains. Our goal for the 2012-2013 school year is to maintain learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9	9

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts.	Administrators, SPED Teacher, District Inclusion Facilitator	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment results

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:	In grades 3-5, 69% (49) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Math Test. Given instruction using the Next Generation Sunshine State Standards, 74% (53) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (49)	74% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency for third grade as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1: Number: Fractions. The area of deficiency for fourth and fifth grade was Reporting Category 3: Geometry and Measurement.</p> <p>Number: Fractions- students lack the foundational skills of multiplication and division</p> <p>2. Geometry and Measurement. This deficiency is due to limited understanding of the foundational skills of geometric and measurement concepts particularly fractions.</p>	<p>Provide students with small group differentiated instruction to scaffold math skills.</p> <p>Students will utilize re-teach activities from the Go Math! series and Success Maker math as interventions to reinforce the concepts taught.</p> <p>Provide opportunities for tutoring in the areas of Geometry, Measurement, and Fractions.</p>	Administration Grade Level Chairs Math Liaison	<p>Ongoing classroom assessment on the 3 models of fractions.</p> <p>Student math journals and work samples</p> <p>Utilize data from Go Math! to measure and monitor learner progress monthly.</p>	<p>Formative: Go Math! Chapter Test</p> <p>Mini-Assessment through FOCUS Web Site</p> <p>Interim Assessments</p> <p>Summative:</p> <p>Summative: FCAT 2.0 2013 Mathematics Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 Is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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 Assessment indicate that 85% (14) of students in the Asian subgroup made satisfactory progress and 60% (166) Economic Disadvantage (ED) students made satisfactory progress. Our goal for the 2012-2013 school year is to increase proficiency in our White, Black, Hispanic, English Language Learners (ELL), and Students with Disabilities (SWD)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 69% (50) Black: 46% (57) Hispanic: 70% (137)	White: 75% (54) Black: 54% (67) Hispanic: 75% (147)

Asian: 85% (14)
 ELL: 57% (20)
 SWD: 34% (12)
 ED: 60% (166)

Asian: 87% (15)
 ELL: 68% (24)
 SWD: 54% (19)
 ED: 63% (175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Black, Hispanic, English Language Learners (ELL), and Students with Disabilities (SWD), did not make satisfactory progress	Utilize Successmaker interventions daily through a pull out program with fidelity targeting lessons on Geometry and Measurement. Modify instruction based on Success Maker reports.	Administrators, Mathematics Liaison	Ongoing classroom visitations by administration. Review and modify instruction based on student data from the district Interim Assessments and Success Maker reports	Formative Assessments: Baseline Assessment, Interim Assessments, and Successmaker reports Summative Assessment: 2013 FCAT 2.0 Mathematics Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of 2011-2012 FCAT Mathematics Assessment indicates that 57% of the English Language Learner (ELL) students achieved proficiency. Our goal is to increase student proficiency by 11 percentage points to 68% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (20)	68% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for third grade as noted on the 2012 Administration of the FCAT Mathematics Test was Reporting Category 1: Number: Fractions. The area of deficiency for fourth and fifth grade was Reporting Category 3: Geometry and Measurement. Number: Fractions- students lack the foundational skills of multiplication and division 2. Geometry and Measurement. This deficiency is due to limited understanding of	Provide students with small group differentiated instruction to scaffold math skills. Students will utilize re-teach activities from the Go Math! series and Success Maker math as interventions to reinforce the concepts taught. Provide opportunities for tutoring in the areas of Geometry, Measurement, and Fractions.	Administration Grade Level Chairs Math Liaison	Ongoing classroom assessment on the 3 models of fractions. Student math journals and work samples Utilize data from Go Math! to measure and monitor learner progress monthly.	Formative: Go Math! Chapter Test Mini-Assessment through FOCUS Web Site Interim Assessments Summative: Summative: FCAT 2.0 2013 Mathematics Assessment

the foundational skills of geometric and measurement concepts particularly fractions.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of 2011-2012 FCAT Mathematics Assessment indicates that 34% (12) of students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase student proficiency by 20 percentage points to 54% of students achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (12)	54% (19)

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 is inconsistent implementation of small group instruction during the mathematics instructional block. Implement quarterly Math mini workshops for parents and students.	Implement a rotation schedule for small group differentiated instruction during the 60 minute mathematics block. Provide instruction based on the needs of students reflected on mini-assessments and teacher observation. Utilize manipulatives to develop understanding of basic mathematics operations. Implement quarterly Math mini workshops for parents and students.	Rtl Team and Math Liaison	Ongoing classroom visitations by administration. Review and modify instruction based on student data from the district Interim Assessments and mini assessments.	Formative: Data from District Interim Assessment, Monthly Assessment and Success Maker reports. Summative: Results from 2012 FCAT Mathematics Assessment

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The result of 2011-2012 FCAT Mathematics Assessment indicates that 60% (166) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points of students achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (166)	63% (175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the	Provide the instauration	Administrators,	Ongoing classroom	Formative

1	administration of the 2012 FCAT 2.0 Mathematics Test, the Economically Disadvantaged students made satisfactory progress. However, strategies need to be implemented and/or monitored to assure continued improvement.	support needed for students to develop quick recall of addition facts and related subtraction fact, and multiplication and related vision facts, and fluency with multi-digit addition and subtractions, and multiplication and division on whole numbers, as well as additional subtraction of fractions and decimals.	Mathematics Liaison	visitations by administration. Review and modify instruction based on student data from the district Interim Assessments and Success Maker reports	Assessments: Baseline Assessment, Interim Assessments, and Successmaker reports Summative Assessment: 2013 FCAT 2.0 Mathematics Test
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End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inclusion Accommodations in Mathematics	K-5	SPED Chair Administrator	K-5 Mathematics Teachers	August 17, 2012	Lesson Plans & Walkthroughs	Administration/SPED Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use data to adjust instruction and provide daily practice of foundational math skills	Mastering the Common Core in Mathematics	EESAC	\$1,500.00
			Subtotal: \$1,500.00
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: \$1,500.00

End of 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 science. Science Goal # 1a:	In grade 5, 38% (53) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Science. Given instruction using the Next Generation Sunshine State Standards, 41% (58) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (53)	41% (58)

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	According to the 2012 administration of the Science FCAT, the area of deficiency was Category 3: Physical Science. This is a result of insufficient opportunities for students to participate in hands-on lab activities that are interactive and inquiry based.	Students will be given consistent opportunities to utilize Gizmos Science Virtual Interactive lessons/activities to enhance comprehension of skills taught. Students will use an interactive notebook to organize notes, express concepts learned, and maintain a portfolio of science labs. Students will participate in weekly Science Trivia Challenges. Challenge questions will focus on Science benchmark skills taught during each nine-week period.	Administration Grade Level Chair Science Liaison	Teams will review results of Gizmos data and school-site assessments to monitor student progress monthly. Science Trivia Challenge Entries	Formative: Monthly school site assessments Gizmo assessments Mini Assessments through FOCUS website Interim Assessments Summative: FCAT 2.0 2013 Science Assessment

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

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional practice and repetition to master skills and concepts.	Provide students with opportunities to learn concepts using visuals, science journals with picture, and assistive technology.	Administrators, SPED Lead Teacher	Review ongoing classroom assignments and assessments that target application of the skill taught.	Formative Assessments: Learning Today Results, classroom assessments Summative Assessment: 2013 Florida Alternate Assessment results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 5, 14% (20) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Science. Given instruction using the Next Generation Sunshine State Standards, 16% (22) of students will achieve proficiency on the 2013 administration of the FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (20)	16% (22)

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	According to the 2012 administration of the Science FCAT, the area of deficiency was Category 3: Physical Science. This is a result of insufficient opportunities for students to participate in hands-on lab activities that are interactive and inquiry based	Provide enrichment lessons through the NESTT Program that will focus on higher order critical thinking skills and hands-on and interactive activities. Participate in the Fairchild Challenge, a series of Science based projects that focus on real world application. Students need additional support to develop independent and cooperative group projects that will increase higher order, critical thinking skills that are connected to real-world application	Administration Science Liaison Grade Level Chair Fairchild Challenge Team Members	NESTT Program End of Modules Assessments monthly. Fairchild Challenge Projects	Formative: 5 week module assessments District Interim Assessments Project Rubric Summative: FCAT 2.0 2013 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
No Data Submitted						

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

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:		In grade 4, 85% (116) of students achieved proficiency on the 2012 administration of the FCAT 2.0 Writing. Given instruction using the Next Generation Sunshine State Standards, 86% (118) of students will achieve proficiency on the 2013 administration of the FCAT Writing Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
85% (116)		86% (118)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was focus, organization and conventions. This deficiency is primarily due to students lacking the necessary skills and opportunities in utilizing the writing process.	Use revising/editing chart and conferencing with students for proper use of capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. Providing students with mini-lesson on the use of apostrophes, commas, colons and quotations marks.	Administrators/Literacy Leadership Team	Review and analyze data from monthly progress monitoring writing prompts in order to determine students' growth and focus on areas of need. Review writing samples to assist with create focus lessons monthly.	Formative: District writing pretest, midyear and posttest Writing Rubric Teacher scored prompts indicate areas of strengths and areas of improvement. The results will be used to guide whole group or direct instruction. Summative: 2013 FCAT Writing

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
Writing Standards	4th Grade Language Arts	Reading Coach	Grade K- 4	September 17, 2012	Student Work Samples	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:

Our goal for the 2012-2013 school year is to increase our attendance rate from 95.76% to 96.26% by minimizing

1. Attendance Attendance Goal #1:	excessive absences due to illness and student suspensions. Our goal for the 2012-2013 school year is to decrease our excessive tardies rate from to 168 to 160 minimizing excessive tardies due to parents bringing primary students to school at the same time as intermediate students.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95.76% (768)	96.26% (772)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
218	207				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
168	160				
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	Potential chronic illness may adversely affect the attendance rate.	Close monitoring of chronic absenteeism by the MTSS/ARC will be used to decrease the number of absenteeism through: Teachers submitting documentation to the school registrar of student presence and initialing of attendance bulletin. Teacher compliance with the guidelines of the attendance policy in reporting excessive absences/tardies; excused and unexcused via SCM	Assistant Principal School Counselor School Registrar	Daily teacher monitoring of attendance bulletin by Registrar 2. Monthly monitoring of the COGNOS report 3. Monthly meeting of the MTSS/ARC	COGNOS Report 1.2. Number of Student Case Management Referral forms submitted. 1.3. Homeroom Attendance Report Year to Date

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2011-2012- school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
28	25
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
25	23
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

63	57				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
39	35				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Stakeholders' lack of knowledge of conflict resolution, peer mediation, bullying/harassment, and social relation disruptions are counterproductive within the learning environment.	<p>Implement school-wide teaching of Bullying/Harassment Lessons in all homeroom classrooms the first week of school.</p> <p>Provide all stakeholders with information on the difference between conflicts & bullying, and the development of an effective assertive classroom discipline plan</p> <p>Train all stakeholders on and implement the use of the new Student Code of Conduct</p> <p>State school-site core values and expectations daily during morning announcements</p>	<p>Administrators</p> <p>School Counselor</p> <p>School Social Worker</p> <p>MTSS/RtI Team</p>	<p>Student Case Management</p> <p>Referral Form</p> <p>MTSS/RtI Process</p> <p>Grade Level Meetings</p> <p>Bullying/Harassment Lesson Plans</p>	<p>Student Case Management Report</p> <p>ESE Student Monthly Suspension Report</p> <p>Student Survey</p>
2	. Recognition of alliance between cognitive and social-emotional intervention in decreasing the number of out of school suspensions	<p>Such curriculum that supports intelligence that addresses our responses to everyday social interactions and challenges will be implemented. Examples may include but exclusive;</p> <p>-Peer Mediation centers within upper grade classrooms</p> <p>-Bullying/Harassment Curriculum</p> <p>-Character Development Curriculum (LFL)</p>	<p>Classroom Teachers</p> <p>School Counselor</p> <p>Social Worker</p>	<p>Peer Mediation Referrals</p> <p>Social Studies Grade</p>	Pre/Post Test

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
ADL Education Training	K-5	School Counselor	K-5 Teachers	08/27/2012	Review of Student Case Management Report	Administration/School Counselor
Conflict Resolution	K-5	School Counselor	K-5 Teachers	08/21/12-06/07/13 Weekly	Review of Student Case Management Report	Administration/School Counselor
Code of Student Conduct	K-5	Administration	K-5 Teachers	08/21/12-06/07/13 Weekly	Review of Student Case Management Report	MTSS/RtI Team
MTSS/RtI Behavior	K-5	School Staffing Specialist	K-5 Teachers	08/21/12-06/07/13 Thursdays	Review SCMs	Administration/RtI Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	According to the parent involvement sign in sheets for the 2011-2012 school year, parent participation in school-wide activities was 36%. Our goal for the 2012-2013 school year is to increase five percent to 41%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

36% (463)			41% (528)		
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	Parents have limited knowledge and understanding of information related to grade level expectations and high stakes tests as it relates to reading, math, and science curriculum.	Advertise and disseminate information on curricular expectations during Open House, Curriculum Night, and PTA Workshops.	Administrators Grade Level Chairs	Review sign-in sheets/logs to determine the number of parent participants at school and community events.	Parent attendance sign-in sheets

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
Using the MDCPS Portal	School-wide/All subjects	PD Coordinator	School-wide/All subjects	On-going	Sign-in Logs	PTA Liaison
Parent Workshops	School-wide/All subjects	Instructional Coaches	School-wide/All subjects	On-going	Sign-in Logs	PD Coordinator

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

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:			The STEM goal for the 2012-2013 school year is to increase lessons (in science and math classes) that optimize the real-world application of science, technology, engineering, and mathematics as evidenced in everyday life while providing students multiple opportunities to conduct science experiments		
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 limited opportunities to use technology to support and enhance their understanding of STEM concepts	Students will utilize TEKboards to gather data and make presentations Utilize GIZMOS lessons to reinforce concepts taught Increase activities for fifth grade to design and develop science, math, and engineering projects with technology to increase scientific thinking by implementing inquiry-based activities	Administration, Science Liaison	Technology should be evident in lessons plans; rubrics should be evident in student work folders on a weekly basis.	Fairchild Challenge Rubric Science Fair Competition Rubrics
2	Students need more opportunities to apply math and science skills in cooperative and group settings	Participate in science fairs, math bowls, and the Fairchild Challenge to apply skills learned	Administration, Science Liaison	Student Presentations Student Science Fair Projects Math Bowl Participation	Student Work Samples Math Bowl Outcomes
3	Students need more opportunities to use manipulatives, conduct experiments, and utilize key science and math vocabulary to help them grasp STEM concepts and skills	Students will be exposed to project based instruction which will increase higher order/critical thinking skills	Administration, Science Liaison	Student work samples and writing to reflect on learning Word Walls and Math and Science Journals	Journal samples Science and Math word walls with Key Vocabulary

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
					Fairchild Challenge	

Fairchild Challenge	K-5 Science/Math	Fairchild Tropical Gardens Staff	Grade Level Designee	Saturday September 8, 2012	Competition Submissions will be judged in-house using the Fairchild Rubric	Administration/Counselor
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STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Daily Grammar Practice	Daily Language Books	EESAC	\$2,000.00
Mathematics	Use data to adjust instruction and provide daily practice of foundational math skills	Mastering the Common Core in Mathematics	EESAC	\$1,500.00
				Subtotal: \$3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reading Program used to support school-wide literacy program	Accelerated Reading Program	EESAC	\$5,600.00
				Subtotal: \$5,600.00
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: \$9,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used to buy supplemental materials to support core instruction.	\$9,100.00

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

EESAC will revise, approve, and monitor the implementation of the School Improvement Plan.

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 PERRINE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	95%	60%	310	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	71%	66%			137	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	69% (YES)			131	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					578	
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 PERRINE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	77%	91%	54%	301	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	71%			141	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	56% (YES)	61% (YES)			117	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested