

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROYAL PALM ELEMENTARY SCHOOL

District Name: Dade

Principal: Marta Garcia

SAC Chair: Jo Ann A. Blanco

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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
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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)
Principal	Marta Garcia	Bachelor's of Science in Elementary Education and ESOL, a Master's in TESOL, and a Specialist degree in Educational Leadership. Professional Educator's Certificate: Elementary Education (1-6), ESOL (K-12), and Educational Leadership.	4	17	'12 '11 '10 '09 '08 School Grade A A A B A High Standards Rdg. 75% 83% 89% 85% 83% High Standards Math 82% 87% 88% 81% 87% Lrng Gains-Rdg. 87% 71% 75% 70% 76% Lrng Gains-Math 85% 48% 69% 67% 68% Gains-Rdg-25% 83% 65% 68% 48% 71% Gains-Math-25% 92% 62% 70% 65% 82% AMO
		Specialist Degree			

Assis Principal	Myrtis Thomas	in Educational Leadership. Professional Educator's Certificate: Elementary Education; Early Childhood Education; Educational Leadership; ESOL Endorsement	5	13	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 75% 83% 89% 83% 86% High Standards Math 82% 87% 88% 88% 78% Lrng Gains-Rdg. 87% 71% 75% 62% 73% Lrng Gains-Math 85% 48% 69% 59% 54% Gains-Rdg-25% 83% 65% 68% 56% 68% Gains-Math-25% 92% 62% 70% 56% 58% AMO
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INSTRUCTIONAL COACHES

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

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)
No data submitted				

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. Partnering with local universities and implementing an Intern Recruitment Program.	Assistant Principal	On-Going	
2	2. Partnering new teachers with veteran staff	Principal Assistant Principal	On-Going	
3	3. On-site leadership opportunities	Principal	On-Going	
4	4. Provide opportunities to observe model classrooms and attend professional development activities	Principal Assistant Principal	On-Going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 out of field	Teacher is currently studying for the Subject Area Tests in Elementary Education and completing courses for ESOL Endorsement.

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
40	2.5%(1)	10.0%(4)	32.5%(13)	55.0%(22)	40.0%(16)	100.0%(40)	20.0%(8)	5.0%(2)	82.5%(33)

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Royal Palm Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring that staff development needs are provided for. Our Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent(s) Programs and Supplemental Educational Services. At Royal Palm Elementary, parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

Although Royal Palm Elementary currently does not have a migrant population, it will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs in an effort to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met.

Title I, Part D

Not applicable

Title II

Title II

Royal Palm Elementary uses supplemental funds provided by the county in order to improve basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III

Royal Palm Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The monies are used to implement and/or provide:

- tutorial programs
- parent outreach activities
- behavioral/mental counseling services
- professional development on best practices, as well as coaching and mentoring for ELL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Title X- Homeless

Title X- Homeless

Although Royal Palm Elementary has no Homeless population at the moment, the district offers the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Royal Palm Elementary has identified the school counselor to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs

Royal Palm Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Nutrition Programs

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

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

Not applicable

Career and Technical Education

Not applicable

Job Training

Not applicable

Other

Other

Parental

As a Title I school, Royal Palm Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, located in our Media Center, in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

In addition, Royal Palm Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our Community Involvement Specialist as well as our Title I Liaison work together to target 100% of the school population.

Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved.

Royal Palm Elementary has a Community Involvement Specialist that completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Royal Palm Elementary MTSS/RtI team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention.

Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Instruction/Intervention Leadership Team which includes the Principal, Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the Reading Coach, the Math Liaison, the Science Liaison, the School Psychologist, a Technology Specialist, the Speech Language Pathologist, and the School Counselor. Occasionally, the MTSS/RtI team may call upon the School Social Worker, Members of the SAC, and Community stakeholder as resources based on specific problems or concerns as warranted.

1.

- Royal Palm Elementary's Principal provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/RtI by conducting assessment of MTSS/RtI skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

- The Reading Coach develops, leads, and evaluates school core content standards/ programs and identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. In addition, the Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coach assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and in the design and implementation for progress monitoring, data collection, and data analysis. Furthermore, the Reading Coach provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of all levels of intervention.

- The Primary and Intermediate Teachers on Royal Palm Elementary's MTSS/RtI provide information about core instruction, participate in student data collection, deliver Core Instructional and behavioral supports for all students in the general curriculum, collaborate with other staff to implement Supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.

2.

- SWD Teachers participate in student data collection, integrate core instructional activities/materials into Intensive instruction, and collaborate with general education teachers through activities such as co-teaching, small group pull-out, and

tutoring.

- The School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and facilitates data-based decision making activities.
- The Technology Specialist develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- The School Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to children and families and support the child's academic, emotional, behavioral, and social success.

3.

- Royal Palm Elementary uses the MTSS/RtI as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and Intensive Instructional and/or behavioral interventions in order to increase individual students' rate of progress. There will be an on-going evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

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?

Royal Palm Elementary's MTSS/RtI Team will address the how to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring using various steps.

The Leadership Team will:

- Use the Tier 1 Problem Solving process to set goals, monitor academic and behavior data, and evaluate progress at least 3 times per year, where the team reviews progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- Gather and analyze data to provide adequate professional development to faculty in an effort to support MTSS/RtI implementation.
- Meet once a month to analyze data and link instructional decisions, using the four step problem solving process.
- Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process.
- Maintain communication with staff for input and feedback.
- Collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Assist with monitoring and responding to the needs of the subgroups within the expectations for meeting Annual Measurable Objectives
- Communicate with parents regarding school-based MTSS/RtI plans and activities.

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 MTSS/RtI Team at Royal Palm Elementary will monitor and adjust the school's academic and behavior goals through data gathering and analysis, monitor the fidelity and delivery of instruction/intervention, and provide support and interventions based on data.

The Leadership Team at Royal Palm Elementary meets with the School Advisory Council (SAC) and the faculty and staff to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching; and aligned processes and procedures.

MTSS Implementation

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

At Royal Palm Elementary, data will be used to adjust the delivery of curriculum and instruction, behavior management system, allocation of school-based resources, professional development, and create student growth trajectories in order to identify and develop interventions.

Managed data will include:

Academic: FAIR assessment, Oral Reading Fluency Measures, Voyager Checkpoints and Benchmark Assessments, Baseline Benchmark Assessments, Technology Based Intervention and Monitoring Systems, Interim Assessments, State/Local Math and Science assessments, FCAT, Student grades, School site specific assessments.

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

Describe the plan to train staff on MTSS.

The district professional development and support will include training for all administrators in the MTSS/RtI problem solving, data analysis process, providing support for school staff to understand MTSS/RtI principles. Training for all administrations in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST) using the Tier 1, 2, and 3 Problem Solving Worksheet and Intervention Plan.

At Royal Palm Elementary, professional development will continue during the opening of schools faculty meeting and subsequent faculty meetings in September and October. In addition, training will also be provided during teachers' common planning time and small sessions throughout the year. Furthermore, teachers not already trained will be encouraged to complete online PD for MTSS/RtI. The MTSS/RtI team will also evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings.

Additionally, the district will provide a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS Team at Royal Palm Elementary will be supported through the effective and actively involved leadership that provides connections between the MTSS Framework with District/School Mission Statements to ensure alignment and procedures across classroom, grade, building, district, and state levels. The MTSS will have ongoing facilitation to support planning, implementation, and evaluating effectiveness of services through the use of problem-solving process. The MTSS will collaboratively form partnerships with all stakeholders who would benefit with increases in student outcomes. The MTSS will use data from state and district assessments to support decision making. The school will provide coaching support to assist school and staff problem solving efforts and provide professional development to assist teachers in aligning student goals and staff needs. The MTSS will communicate outcomes and celebrate successes frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Royal Palm's Literacy Leadership Team (LLT) consists of the Ms. Garcia-Principal, Mrs. Thomas -Assistant Principal, Ms. Meireles-Reading Liaison, Ms. Childs-Kindergarten Chairperson, Ms. Naya-1st grade Chairperson, Ms. S. Livermore-2nd grade chairperson, Ms. Maruri-3rd grade chairperson, Ms. Blanco-4th grade chairperson, Ms. Medina-5th grade chairperson, Ms. Perez-ELL chairperson, Ms. C. Garcia-SPED chairperson, Ms. Hunter-UTD Steward, and Ms. Viera-Media Specialist.

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

At Royal Palm Elementary, the purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The principal will select team members based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach will provide motivation and promote a spirit of collaboration within the Reading 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. Royal Palm's Reading Leadership Team will provide on-going professional development for faculty members requiring extended support. In addition, the team analyzes data, fluidity of reading groups, and monitors the progress of students at each grade level and subgroup.

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

Royal Palm Elementary's LLT will focus its primary initiative on training staff on implementing the MTSS/Response to Intervention, the Next Generation Sunshine State Standards, and Common Core Standards. Training will include identifying new clusters and strands, utilizing the district's pacing guides, correlating the NGSSS to the Common Core Standards, and focus will be given on the new requirements for intervention based on the district's Decision Tree Model for FAIR Testing. The initiatives for this school year are aligned to the Comprehensive Research-based Reading Plan (C.R.R.P.)

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.

Royal Palm Elementary offers an Exceptional Special Education Mainstream Pre-Kindergarten Program. The Program consists of SWD students and role models selected for the Voluntary Pre-Kindergarten Program (VPK) Role Model in ESE full day program. This program creates a smooth transition into our elementary school program. In addition, Royal Palm also houses a VPK program consisting of 18 students with a full-time certified teacher and paraprofessional. The Pre-Kindergarten instruction follows the M-DCPS Pre-Kindergarten High Scope Curriculum which includes pre and post evaluations documenting student progress. Research indicates that students who participate in an early childhood program demonstrate readiness skills upon entering kindergarten. These students exhibit positive social and academic behaviors as well as self-confidence. Their success is evident as they come ready to meet the benchmarks and expectations of the Kindergarten program.

Royal Palm Elementary builds a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. A Transition Meeting from Pre-K to Kindergarten took place on May 30, 2012. A secondary meeting will be held on August 15.

All students are assessed in Cognitive, Social/Emotional, Self-Help, and Behavior Development prior to entering Kindergarten. The Devereaux Early Childhood Assessment, The Battelle Developmental Intervention, and the PELI Literacy Based Program are the assessment instruments used. The teachers use the PELI to assess print/letter knowledge and level of phonological awareness/processing. The DECA and BDI-II are used to assess Social/Emotional Development. The results from these assessments are used to plan instruction and determine the need for interventions. The academic and behavioral instruction is based on the data from the assessments. These screening tools are used at the beginning of the school year and at the end. Pre-K teachers and Kindergarten teachers collaborate on activities and expectations, as well as share best practices.

*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:	Based on the results of the 2012FCAT 2.0 Reading Assessment, 27% of our students achieved a Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 28%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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27% (71)	28% (73)
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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 demonstrate weakness in the Reporting Category of Reading Application due to limited exposure to Author's Purpose.	1A.1. Utilize task cards for Reading. In addition, teachers will use grade – level appropriate text that include identifiable author's purpose for writing, stated or implied main idea, causal relationships, and text features, which include cause/effect, compare/contrast, and chronological order. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.	1A.1. Leadership Team and MTSS/RtI	1A.1. Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.	1A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:	Based on the results of the 2012FCAT 2.0 Reading Assessment, 46% of our students achieved levels 4 and 5 Proficiency. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 student proficiency at 46%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (120)	46% (121)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students demonstrate a weakness in the Reporting Category of Literary Analysis and Fiction/NonFiction including character development and point of view.	2A.1. Utilize task cards for Reading. In addition, teachers will use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.	2A.1. Leadership Team and MTSS/RTI	2A.1. Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.	2A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the results of the 2012 FCAT 2.0 Reading Assessment, 87% of our students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 92%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (140)	92% (148)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students demonstrate a weakness in the Reporting Category of Reading Application due to limited understanding using graphic organizers.	3A.1. Utilize task cards for Reading. In addition, teachers will require students to read narrative passages in a variety of texts and page formats with implicit information and recognize subtle differences in the author's purpose. Furthermore, there will be an increase in the use of Graphic Organizers to help students compare/contrast items, as well as find causal relationships. Increase use of technology. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education. Additional staff will be hired to work with targeted students.	3A.1. MTSS/RTI	3A.1. Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.	3A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on the results of the 2012 FCAT Reading2.0 Assessment 83% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students in the lowest 25% making learning gains to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (35)	88% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students show a weakness in the Reporting Category of Reading Application including main idea and details.	4A.1. Utilize task cards for Reading. In addition, teachers will increase the use of graphic organizers to determine main idea and details and utilize a co-teaching model in order to target low performance students and give support to these students. Support staff will offer supplemental intervention through Voyager Passport pull-out program. Students will also use FCAT Explorer, Riverdeep, and/or Ticket to Read to boost achievement in this area. In addition, teachers in 3-5 will use the Goal	4A.1. MTSS/RtI	4A.1. Quarterly review of students' assessments which include FCAT 2.0, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.	4A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

	Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	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
	69%	72%	75%	77%	80%	

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:	Based on the results of the 2012 FCAT 2.0 Reading Assessment, 71% of White students achieved an FCAT 2.0 Level of 3 or above. Our goal for the 2012-2013 school year, is to increase the percentage of White students achieving high standards in Reading to 74%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71% (10)	White: 74% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. White: Students demonstrate a weakness in the Reporting Category of Literary Analysis.	5A.1. White: Students demonstrate a weakness in the Reporting Category of Literary Analysis.	5A.1. Rtl	5A.1. Quarterly review of students' assessments which include FCAT, Interim Assessments, and teacher created tests through the Plan-Do-Study-Act.	5A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards for Reading and Language Arts	K-5/Reading	Reading Liaison	School-Wide	November 6, 2012	Grade level planning sessions and Progress Reports from Interim Assessments.	MTSS/RtI, Leadership Team, and Reading Liaison
Creating Ready to Use Activities for Picture Books and Novels	K-5/Reading	Nancy Polette	Selected Classroom Teachers	September 22, 2012	Interim Assessments and work folders.	MTSS/RtI, Leadership Team, and Reading Liaison

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
3.A	Support Personnel	EESAC	\$2,525.00
			Subtotal: \$2,525.00
			Grand Total: \$2,525.00

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:	Based on the results of the 2012 CELLA, 55% of our ELL students scored proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
55% (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	1.1. Students show a weakness in pronunciation due to limited listening skills.	1.1. Teachers will utilize the Language Experience Approach to develop listening skills by having students produce language in response to first-hand, multi-sensorial experiences. Teachers will also use brainstorming techniques to activate students' prior knowledge and experience.	1.1. Leadership Team	1.1. Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.	1.1. Formative: Teacher Created Tests Summative: 2013 CELLA

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Based on the results of the 2012 CELLA, 30% of our ELL students scored proficient in Reading.

2012 Current Percent of Students Proficient in reading:

30% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students show a weakness in comprehension questions due to low reading skills.	2.1. Teachers will implement the Question-Answer Relationship (QAR) when developing comprehension questions, helping the student identify different question types and teaching text organization. (In the Book, In your Head, On your Own).	2.1. Leadership Team	2.1. Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.	2.1. Formative: Teacher Created Tests Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the results of the 2012 CELLA, 33% of our ELL students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:

33% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students show a weakness in expressing their thoughts using correct conventions in writing.	2.1. Teachers will allow students illustrate and label key concepts in writing. In addition, teacher will provide spelling strategies to help students focus on the conventions of the written language.	2.1. Leadership Team	2.1. Quarterly review of students' assessments which include teacher created tests through the Plan-Do-Study-Act.	2.1. Formative: Teacher Created Tests Summative: 2013 CELLA

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
1.1	ELL Tutoring	Title III	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on the results of the 2012 FCAT 2.0 Mathematics Assessment, 27% of our students achieved a Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage point to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (72)	29% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students in grades 4 and 5 demonstrate a weakness in the Reporting Category of Number: Base Ten and Fractions	1A.1. Teachers will utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding. In addition, teachers will foster the use of the meaning of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.	1A.1. Leadership Team and MTSS/RtI	1A.1. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness on Base Ten and Fractions through the Plan-Do-Study-Act.	1A.1. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work. Summative: Results from the 2013FCAT 2.0 Mathematics Assessment.
2	1A.2. Students in grades 3 demonstrate a weakness in the Reporting Category of Number: Fractions	1A.2. Teachers will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	1A.2. Leadership Team and MTSS/RtI	1A.2. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness on Base Ten and Fractions through the Plan-Do-Study-Act.	1A.2. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work. Summative: Results from the 2013FCAT 2.0 Mathematics Assessment.

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

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

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:	Based on the results of the 2012 FCAT 2.0 Mathematics Assessment, 53% of our students achieved Levels 4 and 5 Proficiency. Our goal for the 2012-2013 school year is to maintain Levels 4 and 5 student proficiency at 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (138)	53% (139)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. In grades 3-5, students demonstrate a weakness in the Reporting Category of Geometry and Measurement.	2A.1. Teachers will provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams. Teachers will also provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area . The activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. In	2A.1. Leadership Team and MTSS/RTI	2A.1. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness on Geometry and Measurement through the Plan-Do-Study-Act.	2A.1. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

	addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Based on the results of the 2012 FCAT 2.0 Mathematics test, 86% of our students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 91%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (138)	91% (146)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3A.1. In grades 3-5, students demonstrate a weakness in the Reporting Category of Fractions.	3A.1. Teachers will infuse technology throughout the mathematics learning block. Teacher will incorporate Riverdeep, SuccessMaker, VMath Live, and/or Gizmos to broaden student understanding in fractions. Teachers will also utilize the resources offered via	3A.1. MTSS/RTI	3A.1. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study-Act.	3A.1. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

1	ThinkCentral.com. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the results of the 2012 FCAT 2.0 Mathematics test, 92% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 3percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (30)	95% (31)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A.1. In grades 3-4, students demonstrate a weakness in the Reporting Category of Number Sense and Operations.	4A.1. Teachers will infuse literacy in the mathematics classroom which includes the use of mathematics terminology embedded throughout	4A.1. MTSS/RtI	4A.1. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed.	4A.1. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work.

1		each lesson, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Teachers will incorporate skill groups focusing on the application of concepts. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests. Teachers will implement lessons from Discovery Education.		Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study-Act.	Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.
2	4A.2. In grades 5, students demonstrated a weakness in the reporting category of Expressions, Equations, and Statistics.	4A.2. Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.	4A.2. MTSS/RTI	4A.2. Quarterly review teacher made assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of the strategies through the Plan-Do-Study-Act.	4A.1. Formative: Teacher Made Tests, District Interim Data Reports, and Student Work. Summative: Results from the 2013 FCAT 2.0 Mathematics 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%.		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%	76%	78%	81%	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:	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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics 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 mathematics. Mathematics Goal #5D:	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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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				

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
Common Core for Math and Science	K-5 Mathematics	Math Liaison	K-5 Teachers	February 1, 2013	Grade level planning sessions and Reports from Computer Programs.	Administration

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:	On the 2012 administration of the FCAT 2.0 Science Assessment, 34% of students achieved a Level 3. For the 2012-2013 school year, the expected level of performance is 38% achieving proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (33)	38% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students demonstrate a weakness in the Reporting Category of Physical Science.	1A.1. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. In addition, grade levels will conduct Monthly Lab presentations. In addition, teachers will adhere to the depth and rigor of the Next Generation Sunshine State Standards Pacing Guide provided by the District. Teachers will implement lessons from Discovery Education. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.	1A.1. Leadership Team	1A.1. Quarterly, leadership team will review results of science assessments in an effort to monitor student progress through the Plan-Do-Study-Act.	1A.1. Formative: Interim Assessments and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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 science. Science Goal #2a:	On the 2012 administration of the FCAT 2.0 Science Assessment, 13% of students achieved a Level 4 or 5. For the 2012-2013 school year, the expected goal is 14% of students achieving levels 4 and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (12)	14% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students demonstrate a weakness in the Reporting Category of Physical Science.	2A.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Increase use of Discovery Education. In addition, teachers in 3-5 will use the Goal Setting Document to analyze Benchmark Proficiency for Interim Tests.	2A.1. Leadership Team	2A.1. Quarterly projects will be reviewed using a rubric to ensure that students are making progress and that adjustments are being made as necessary through the Plan-Do-Study-Act.	2A.1. Formative: Interim Assessments, Rubric, and Teacher created tests. Summative: 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core for Math and Science	K-5 Mathematics	Math Liaison	K-5 Teachers	February 1, 2013	Grade level planning sessions and Reports from Computer Programs.	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The 2012 FCAT 2.0 Writing Assessment indicates 96% of our students achieved a level 4 or higher. The school expects to maintain this level of performance during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (68)	96% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency in the 2012 FCAT Writing was mechanics, spelling, conventions, and vocabulary.	1A.1. Teachers will implement quality writing techniques from the Writing Institute and 6 Traits of Writing in their instruction. Teachers will utilize the Writing Pacing Guide to teach students Expository and Narrative Writing. Primary teachers will increase the correct application of frequently used vocabulary in student writing. Intermediate teachers will use Jeff Anderson's Mechanically Inclined to address issues in mechanics and conventions. All classroom teachers will utilize HM Daily Language Practice to improve grammar.	1A.1. Leadership Team	1A.1. Administer and score monthly writing prompts to monitor student progress and adjust focus as needed.	1A.1. Formative: Scores on writing Assessments on the Baseline and Mid-Year tests. Summative: 2013 FCAT 2.0 Writing Assessment.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Melissa Forney's Primary Pizzazz	K-5 Language Arts	Melissa Forney	Selected Teachers	10/13/2012	Leadership Team will meet monthly to monitor student progress and the effectiveness of writing instruction.	Leadership Team Writing Liaison

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:	<p>Royal Palm Elementary's Level of Attendance was 96.66%. Our goal this year is to raise our Level of Attendance to a minimum of 97.16%.</p> <p>In addition, our goal for this year is to reduce the number of students with excessive absences by 5%. In the 2011-2012 school year, there were 122 students with excessive absences. In 2012-2013, we expect our excessive absences to decrease to at least 6 students.</p>
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	Furthermore, our goal for this year is to reduce the number of students with excessive tardies by 5%. In the 2011-2012 school year, there were 89 students with excessive tardies. In 2012-2013, we expect our excessive tardies to decrease by at least 4 students or 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.66% (545)	97.16% (548)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
122	116
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
89	85

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student absences are due to illness. Students are unaware of healthy practices and choices.	1.1. The school will maintain a clean environment. In addition, the faculty and staff will emulate healthy choices and prevention strategies. The school nurse will provide classroom lessons on health and hygiene.	1.1. Administration	1.1. The administration will monitor teachers and the implementation of healthy habits and hygiene practices in the classroom. In addition, administrators will make sure the school maintains a clean environment.	1.1. Attendance rosters and attendance reports.
2	1.2. Students lacked motivation to strive for perfect attendance and arriving to school on time.	1.2. The counselor will prepare Attendance Banners and reward by grade level having the most days of perfect attendance within a specified period. Administration will announce on a daily basis classes that achieved perfect attendance. Administration will also include an Attendance Lotto Winner of the day.	1.2. Administration and Counselor	1.2. The administration will monitor teachers and the implementation of healthy habits and hygiene practices in the classroom. In addition, administrators will make sure the school maintains a clean environment.	1.2. Attendance rosters and attendance reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Alliance for a Healthier Generation	K-5/ Wellness	Staff from Alliance for a Healthier Generation	Counselor and Select Teachers	Fall 2012 and Winter 2013	The school will create a wellness council committee in order to monitor the implementation of Policy and systems recommended by the Alliance for a Healthier Generation, the American Heart Association, and the Clinton Foundation.	Administration and Counselor

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:	In the 2011-2012 school year, Royal Palm Elementary had 0 indoor and xx outdoor suspensions. The school's goal is to maintain its current level of suspension for the 2012-2013 school year.
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
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	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	1.1. Teachers are using the SPOT Success Recognition Program on a regular basis.	1.1. Utilize the Code of Student Conduct by providing appreciation certificates for compliance through the use of the Elementary SPOT Success Recognition Program. Teachers will utilize the new portal to bookmark the Spot Success Page as their favorite. Reminders to teachers to nominate students on a monthly basis will be sent out by administration. Administrators will announce on a regular basis the SPOT Success winners/nominees.	1.1. Administration, MTSS/RtI, Leadership Team	1.1. Monitor SPOT Success Report by grade level and monitor COGNOS Report on student suspension rate.	1.1. SPOT Success Recognition Log and COGNOS 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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	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:			Increase student involvement in Science Club activities.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more exposure to careers in Science, Technology, Engineering, and Mathematics.	1.1. Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of	1.1. Leadership Team. Math and Science Club Sponsor.	1.1. Projects implemented by Science Club.	1.1. Participation in Science Fair, Fairchild Challenge.

		inquiry based activities.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Sally Ride	K-5/Science and Math	Janet Diaz	School Wide	Fall 2012	Grade Level Planning Sessions and Science Fair Displays	Leadership Team Math Liaison Science Liaison

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
Reading	3.A	Support Personnel	EESAC	\$2,525.00
CELLA	1.1	ELL Tutoring	Title III	\$5,000.00
				Subtotal: \$7,525.00
				Grand Total: \$7,525.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

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 utilized for support personnel for academic intervention	\$2,525.00

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

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Royal Palm Elementary School. Listed below are some of the functions of the EESAC.

- Develop and monitor the implementation of the School Improvement Plan.
- Sponsor drives to increase parental involvement.
- Reach out to the community to obtain more partners
- Data Analysis of assessments.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District ROYAL PALM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	87%	90%	61%	321	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%	48%			119	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?	65% (YES)	62% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					567	
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 ROYAL PALM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	88%	98%	46%	321	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	75%	69%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested