

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RIVERSIDE ELEMENTARY COMMUNITY SCHOOL

District Name: Dade

Principal: Erica Y. Paramore-Respress

SAC Chair: Yanielys Martinez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Erica Y. Paramore-Respress	BACHELOR OF SCIENCE IN ELEMENTARY ED MASTER OF SCIENCE IN ED LEADERSHIP ELEMENTARY ED, ED LEADERSHIP	3	8	'12 '11 '10 '09 '08 School Grade B C C C C High Standards Rdg. 41 56 38 36 36 High Standards Math 45 56 41 43 34 Lrng Gains-Rdg. 70 61 57 59 60 Lrng Gains-Math 82 59 66 68 67 Gains-Rdg-25% 65 53 62 71 74 Gains-Math-25% 71 65 72 67 67 AMO 41 36 X X X
Assis Principal	Lana Vecino	BACHELOR OF ART IN DANCE MASTER OF SCIENCE IN ED LEADERSHIP EXCEPTIONAL STUDENT EDUCATION, DANCE, ED LEADERSHIP	2	7	'12 '11 '10 '09 '08 School Grade B C F F D High Standards Rdg. 41 56 15 13 15 High Standards Math 45 56 48 50 43 Lrng Gains-Rdg. 70 61 34 36 38 Lrng Gains-Math 82 59 66 70 71 Gains-Rdg-25% 65 53 35 50 56 Gains-Math-25% 71 65 64 74 84 AMO 41 36 X X X

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mayelin Morales-Rojas	Bachelor's Degree Elementary Education (1-6) Master's Degree ESOL ELEMENTARY ED ESOL PRIMARY ED	8	6	'12 '11 '10 '09 '08 School Grade B C C C B High Standards Rdg. 41 56 49 57 61 High Standards Math 45 56 53 62 65 Lrng Gains-Rdg. 70 61 60 55 66 Lrng Gains-Math 82 59 52 55 65 Gains-Rdg-25% 65 53 63 48 69 Gains-Math-25% 71 65 53 47 66 AMO 41 36 X X X

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	Regular meetings of teachers with principal	Principal and Assistant Principal	Ongoing	
2	Partnering new teachers with veteran staff	Principal and Assistant Principal	Ongoing	
3	Soliciting referrals from current employees	Principal	Ongoing	
4	College campus job fairs and E-recruiting at universities	Principal and Guidance Counselor	April 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9 out of field 0 less than effective	<ul style="list-style-type: none"> • Monitor Professional Development courses and provide staff with information to attend. • Provide mentorship opportunities for staff. • Ensure staff is updated in HOUSSE.

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
68	5.9%(4)	14.7%(10)	41.2%(28)	38.2%(26)	30.9%(21)	100.0%(68)	8.8%(6)	0.0%(0)	75.0%(51)

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
Rosanna Longo	Jennifer D. Roque	Pairing has been determined by demonstrated success on Florida Assessment Instruction in Reading.	Ongoing monthly meetings and curriculum support.
Linda J. Smith	Robert Chaviano	Pairing has been determined by demonstrated success on Florida Assessment Instruction in Reading.	Ongoing monthly meetings and curriculum support.
Ana Romero-Diaz	Miyani Esquenazi	Pairing has been determined by demonstrated success on Florida Assessment Instruction in Reading.	Ongoing monthly meetings and curriculum support.
Michelle Lopez	Cristobal Garcia	Pairing has been determined by demonstrated success on Florida Assessment Instruction in Reading.	Ongoing monthly meetings and curriculum support.

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

Riverside Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school tutoring and Saturday Academy tutoring). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. Riverside Elementary Community School has a Miami Heat Academy School and has formed a relationship with the Miami Heat Basketball Association to provide after-school tutoring to help low-performing students achieve at higher levels. The school also offers a Voluntary Pre-Kindergarten (VPK) program in which parents may enroll their four year old children residing in Florida in Pre-Kindergarten for free. This program, provided by the state, is designed to prepare four year olds for kindergarten and build the foundation for their educational success. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's

education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. 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; Title I CHES; 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

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

N/A

Title III

Riverside Elementary Community School will use provided services through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

Riverside Elementary Community School will use provided services through the district for Homeless Students.

- 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.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

N/A

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Health Connect in Our Schools

The Riverside Elementary Community School Health Connect Clinic also allows students to receive immediate medical attention during school hours.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS promotes Florida KidCare for families of uninsured children.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Mrs. Erica Paramore-Respress, Principal
Ms. Lana Vecino, Assistant Principal
Mrs. Mayelin Morales-Rojas, Reading Coach
Ms. Maria Tere Montealegre, School Counselor
Ms. Gianna Lambertini, School Counselor

Ms. Raquel Semet, School Psychologist
Ms. Kimberlee Giddens-Williams, School Social Worker
Individual Teachers referring to MTSS/RtI process

Riverside Elementary Community School's MTSS/RtI Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. Riverside Elementary Community School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

Riverside Elementary Community School's Leadership Team will:

1. monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. monitor the fidelity of the delivery of instruction and intervention.
3. provide levels of support and interventions to students based on data.
4. consider data the end of year Tier 1 problem solving.

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.

Riverside Elementary Community School's MTSS/RtI Leadership Team utilizes data to drive instruction.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- 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.

Riverside Elementary Community School's will utilize the district professional development and support:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Riverside Elementary Community School's supports MTSS/RtI based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Erica Paramore-Respress, Principal
Ms. Lana Vecino, Assistant Principal
Mrs. Mayelin Morales-Rojas, Reading Coach
Ms. Jennette Cobo, Teacher
Ms. Mayola Conner, Teacher
Ms. Ofelia Lopez, Teacher
Ms. Yanielys Martinez, Teacher
Ms. Maria Tere Montealegre, School Counselor
Ms. Donna Schipilliti, Teacher
Ms. Yaglin Sensat, Teacher
Ms. Linda Smith, Teacher
Mrs. Nadia Wheeler, Teacher

The principal sets the tone and ensures the implementation of LLT through collaboration, support, and team building, while assessing the needs of school staff and ensuring implementation of intervention programs and documentation; provides adequate professional development in the area of literacy.

Instructional Reading Coach: Provide guidance on K-12 reading plan; facilitates and supports data collection and analysis; provides professional development and technical assistance to teachers regarding instructional planning; assists with procedural mandates of the district to identify appropriate, evidence-based intervention strategies; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Grade Level/ Department Chairpersons: Provides information about core instructional needs; participates in student data collection; delivers instruction and collaborates with team members to implement interventions.

Exceptional Student Education Teachers: Participates in student data collection and observations. Integrates core instructional activities/materials with specialized instruction, and collaborates with general education teachers through inclusion activities, such as co-teaching and collaboration.

Media Specialist: Assists with reading materials and technological resources necessary to operate the reading program;

provides support to teachers and staff regarding supplementary materials for instruction.

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

The Literacy Leadership Team is to create capacity of reading knowledge within the school building by focusing on areas of literacy concerns across the school. They meet monthly to provide teachers with the ability to share best-practices for enhanced reading instruction; review previous assessment data and modify instructional focus, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks.

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

The Leadership Literacy Team will encourage and support in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Also, the Leadership Literacy Team will target student participation in Accelerated Reader, Reading Plus, and other technological programs which will enhance phonics, fluency, vocabulary, and comprehension.

Public School Choice

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

*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.

Riverside Elementary Community School offers a Pre-Kindergarten program funded by Title I. Pre-reading and school readiness skills are assessed using the Florida Kindergarten Readiness Screener (FLKRS). This assessment measures the knowledge of print/letter knowledge and level of phonological awareness.

Florida Assessment for Instruction in Reading (FAIR) is used to measure the progress of foundational reading skills before coming into kindergarten. Ongoing progress monitoring is conducted to identify students demonstrating grade level mastery. Certified teachers will work with students using developmentally appropriate strategies after specific weaknesses have been identified by data for each student. Additionally, FAIR is re-administered mid-year to measure progress and modify appropriate strategies to meet students' learning needs. The FAIR is also administered at the end of the year to provide a summative data of improvement.

The staff, in accordance with the administration, provides parents with activities and registration materials for workshops to train parents to assist their children at home. The Parent Academy works with the school to provide specific skills and knowledge to parents in regards to assessing readiness and offering remediation.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environmental that give them opportunities to create knowledge through initiative shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 21% of the students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (97)	26% (118)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade – Reading Application; 4th Grade – Literature Analysis/Fiction/Non-Fiction; and 5th Grade – Informational Text/Research Process.	For Grade 3, instruct using grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. For Grade 4, instruct students to identify and interpret elements of story structure within and across texts. For Grade 5, instruct how to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Instruct students how to recognize the characteristics of reliable and valid information.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Based on the Florida Alternate Assessment data, no students scored a level of 4, 5, or 6 in the reading. Additional strategies may be utilized for the success of achieving a level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency is oral.	Instruct student to use read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments Summative: 2013 Florida Alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 18% of the students achieved above levels of proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving above grade level performance (Levels 4 and 5) by 2 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (83)	20% (91)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade –Reading Application; 4th Grade – Literature Analysis/Fiction/Non-Fiction; and 5th Grade – Informational Text/Research Process.	For Grade 3 – Instruct students to be familiar with text structures such as cause/effect, compare/contrast, and chronological order. For Grade 4 - Instruct students to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc). For Grade 5 - Instruct students to identify the relationships between two or more ideas or among other textual elements found within or across texts. In grade 3, 4, and 5, instruct	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will view assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Reading Assessment

	students in developmental areas utilizing Higher Order Thinking through enrichment activities.		
--	--	--	--

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Based on the Florida Alternate Assessment data, two students scored a level of 9 in the reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency is oral and reading comprehension.	Utilize fiction and non-fiction stories and identify the differences. Improve comprehension by having students select stories at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. Introduce vocabulary with the aid of pictures along with print to ensure long-term comprehension and retention.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments Summative: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 70% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students' achieving learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (218)	75% (234)

Problem-Solving Process to Increase Student Achievement

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

1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade – Literature Analysis/Fiction/Non-Fiction, 4th Grade - Informational Text/Research Process; and 5th Grade – Literature Analysis/Fiction/Non-Fiction.	For Grade 3, Instruct students to identify and interpret elements of story structure within a text. For Grade 4, Instruct students using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. For Grade 5, Instruct student on how to use biographies, diary entries, poetry and drama to identify and interpret elements of story structure within and across texts.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Reading Assessment
---	---	---	---	---	---

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

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

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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 65% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (55)	70% (60)

Problem-Solving Process to Increase Student Achievement

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

1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade –Reading Application; 4th Grade – Literature Analysis/Fiction/Non-Fiction; and 5th Grade – Informational Text/Research Process.	For Grade 3 – Instruct students to be familiar with text structures such as cause/effect, compare/contrast, and chronological order. For Grade 4 - Instruct students to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc). For Grade 5 - Instruct students to identify the relationships between two or more ideas or among other textual elements found within or across texts. In grade 3, 4, and 5, instruct students in developmental areas utilizing Higher Order Thinking through enrichment activities.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Reading Assessment
---	--	---	---	---	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal for the 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
	41	47	52	57	63	

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:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 31% of the English Language Learners achieved proficiency. Our goal for the 2012-2013 school year is to increase students' proficiency by 7 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (71)	38% (87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade –Reading Application; 4th Grade – Literature Analysis/Fiction/Non-Fiction; and 5th Grade – Informational Text/Research Process.	For Grade 3 – Instruct students to be familiar with text structures such as cause/effect, compare/contrast, and chronological order. For Grade 4 - Instruct students to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc). For Grade 5 - Instruct students to identify the relationships between two or more ideas or among other textual elements found within or across texts.	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 14% of the students in the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase students' proficiency by 10 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (7)	24% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was: 3rd Grade –Reading	For Grade 3, instruct using grade-level appropriate texts that include identifiable author's purpose for	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as	Formative: Monthly benchmark assessments District interim

1	Application; 4th Grade – Literature Analysis/Fiction/Non-Fiction; and 5th Grade – Informational Text/Research Process.	writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. For Grade 4, instruct students to identify and interpret elements of story structure within and across texts. For Grade 5, instruct how to use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Instruct students how to recognize the characteristics of reliable and valid information.	needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	data reports. Summative: 2013 FCAT 2.0 Reading Assessment
---	--	--	--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
1	N/A	N/A	N/A	N/A	N/A

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
Reading Strategies	K-5	Reading Coach	K-5	November 6, 2012	Teachers will employ research-based reading strategies that engage and motivate students and improve test scores.	MTSS/RtI Team and Reading Coach

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
Reward students who perform 70% or above on Reading Interim Assessments.	Incentives	SAC Committee	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2012 CELLA assessment indicate that 40% of the students achieved proficiency in Listening/Speaking. Our goal for the 2012-2013 school year is to increase students' proficiency by 2 percentage points to 42%.			
2012 Current Percent of Students Proficient in listening/speaking:					
40% (237)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the CELLA assessment was Listening/Speaking.	Instruct students utilizing the Language Experience Approach (LEA) to develop their listening skills by interacting with each other and the teacher. Instruct students how to complete the task and explain the	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 CELLA

1	<p>expectations on how to model, think aloud, or talk about how to work through the task. Encourage students to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instruct students to instead of simply answering "yes or no" questions, answer questions that demonstrates meaningful use of the English language.</p>		interim assessments and make recommendations based on needs assessment.	Assessment
---	---	--	---	------------

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

<p>2. Students scoring proficient in reading. CELLA Goal #2:</p>	<p>The results of the 2012 CELLA assessment indicate that 23% of the students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase students' proficiency by 2 percentage points to 25%.</p>
--	--

2012 Current Percent of Students Proficient in reading:

23%
(133)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the CELLA assessment was reading comprehension.</p>	<p>Instruct students by utilizing pre-reading strategies such as activating prior knowledge, making predictions, and completing K-W-L charts. Instruct students to utilize during-reading strategies such as reading aloud, choral reading, jump-in reading, and defining vocabulary words through the use of context clues and word walls. Instruct students to utilize after-reading strategies that include asking higher order thinking questions to develop comprehension and help students identify different question types and teach text organization.</p>	<p>Principal, Reading Coach, and MTSS/RtI Team</p>	<p>Following the FCIM model, the reading coach, and the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.</p>	<p>Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 CELLA Assessment</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:		The results of the 2012 CELL assessment indicate that 24% of the students achieved proficiency in writing. Our goal for the 2012-2013 school year is to increase students' proficiency by 1 percentage points to 25%.			
2012 Current Percent of Students Proficient in writing:					
24% (140)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA assessment was the ability to write in complete thought.	Instruct students how to use graphic organizers as visual aids to assist in demonstrating relationships between words and concepts. Instruct students to utilize semantic maps to enhance the comprehension of complex words and phrases. Instruct students by utilizing verbal clues and pictures to aid in the understanding of words	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark writing assessments District interim data reports. Summative: 2013 CELLA Assessment

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 20% of the students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 1 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (90)	21% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: 3rd Grade – Fractions; 4th Grade – Operations and Problems and Geometry and Measurement; and 5th Grade – Base Ten and Fractions.	For Grade 3 – Instruct students in fractions to develop an understanding of fractions and fraction equivalence. For Grade 4 (Operations and Problems) - Instruct students to develop an understanding of decimals, including the connection between fractions and decimals. Instruct students in the development of quick recall of multiplication facts and related division facts and fluency with whole number multiplication. For Grade 4 (Geometry and Measurement) – Instruct students to develop an understanding of area and determine the area of two-dimensional shapes and classifying angles. Instruct students to build a three-dimensional object from a two-dimensional representation and vice versa. For Grade 5 – Instruct students utilizing Manipulatives in small group setting. Instruct students in fractions to develop an understanding of fractions and fluency with addition and subtraction of fractions and decimals. Instruct students to identify and relate prime and	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

	composite numbers, factors and multiples within the context of fractions.		
--	---	--	--

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Based on the 2012 Florida Alternate Assessment data, one student scored a level 6 in the mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency are: Numbers and Operations and Word Problems.	Instruct students to use manipulatives visuals, number lines and assistive technology. Instruct students in repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Implement continuous review/practice when learning math concepts.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments Summative: 2013 Florida alternate 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 24% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (110)	25% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: 3rd Grade – Fractions; 4th Grade – Operations and Problems; and 5th Grade – Base Ten and Fractions.	For Grade 3 – Instruct students in fractions to develop an understanding of fractions and fraction equivalence. For Grade 4 - Instruct students to develop an understanding of decimals, including the	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0

1	<p>connection between fractions and decimals. Instruct students in the development of quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</p> <p>For Grade 5 – Instruct students in fractions to develop an understanding of fractions and fluency with addition and subtraction of fractions and decimals. Instruct students to identify and relate prime and composite numbers, factors and multiples within the context of fractions. In grade 3, 4, and 5, instruct students in developmental areas utilizing Higher Order Thinking through enrichment activities.</p>	assessments and make recommendations based on needs assessment.	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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Based on the 2012 Florida Alternate Assessment data, one student scored a level 8 in the mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency are: Numbers and Operations and Word Problems.	Instruct students in math concepts such as rote counting, fact fluency and tools for measurement for long term learning. Instruct students in guided discussion to engage students in real life math problems. Instruct students in continuous repetition/practice when learning math concepts.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments Summative: 2013 Florida alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 82% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year to increase the</p>
--	---

Mathematics Goal #3a:	percentage of students making learning gains by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (256)	87% (272)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: 3rd Grade – Number: Operations, Problems, and Statistics; 4th Grade – Number: Operations and Problems; and 5th Grade – Expressions, Equations, and Statistics.	For Grade 3 – Instruct students in the understandings of multiplication, division, strategies for basic multiplication facts, and related division facts. Instruct students to represent, compute, estimate and solve problems using numbers through hundred thousand. For Grade 4 – Instruct students in the understanding of decimals, including the connection between fractions and decimals. Instruct students to have a quick recall of multiplication facts and related division facts and fluency with whole number multiplication. For Grade 5 – Instruct students to describe mathematics relationships using expressions, equations, and visual representations. Instruct students to recognize and write algebraic expressions for functions with two operations. Instruct students to construct and analyze line graphs and double bar graphs and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (67)	76% (71)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: 3rd Grade – Fractions; 4th Grade – Operations and Problems; and 5th Grade – Base Ten and Fractions	For Grade 3 – Instruct students in fractions to develop an understanding of fractions and fraction equivalence. For Grade 4 - Instruct students to develop an understanding of decimals, including the connection between fractions and decimals. Instruct students in the development of quick recall of multiplication facts and related division facts and fluency with whole number multiplication. For Grade 5 – Instruct students in fractions to develop an understanding of fractions and fluency with addition and subtraction of fractions and decimals. Instruct students to identify and relate prime and composite numbers, factors and multiples within the context of fractions.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Our goal for the 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
	41	47	52	57	63	

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.		N/A			
Mathematics Goal #5B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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.		N/A			
Mathematics Goal #5C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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.		The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 14% of the students in the Students with Disabilities subgroup achieved proficiency.			
Mathematics Goal #5D:		Our goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 25%.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (7)	25% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was: 3rd Grade – Fractions; 4th Grade – Operations and Problems and Geometry and Measurement; and 5th Grade – Base Ten and Fractions.	For Grade 3 – Instruct students in fractions to develop an understanding of fractions and fraction equivalence. For Grade 4 (Operations and Problems) - Instruct students to develop an understanding of decimals, including the connection between fractions and decimals. Instruct students in the development of quick recall of multiplication facts and related division facts and fluency with whole number multiplication. For Grade 4 (Geometry and Measurement) – Instruct students to develop an understanding of area and determine the area of two-dimensional shapes and classifying angles. Instruct students to build a three-dimensional object from a two-dimensional representation and vice versa. For Grade 5 – Instruct students in fractions to develop an understanding of fractions and fluency with addition and subtraction of fractions and decimals. Instruct students to identify and relate prime and composite numbers, factors and multiples within the context of fractions.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
Using Manipulatives in the Classroom	3-5	Intermediate Grade Level Chair	3-5 Classroom Teacher	November 6, 2012	Follow-up classroom visits	Principal MTSS/RtI team

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
Reward students who perform 70% or above on Mathematics Interim Assessment.	Incentives	SAC Committee	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 26% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (38)	30% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was: Physical Science.	Instruct students in teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Instruct students in mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences. Instruct students in the literacy in the science classroom in order to enhance scientific meaning through writing, talking, and reading science.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on the 2012 Florida Alternate Assessment data, no students scored a level 4, 5, or 6 in the mathematics. Additional strategies may be utilized for the success of achieving a level 4, 5, or 6.
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
	The area of deficiency was: Physical Science.	Instruct students in the utilization of objects/ pictures for exploration and	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and	Formative: Monthly benchmark assessments

1	<p>identification of key scientific concepts. Instruct students with hands on activities to manipulate and explore actions and outcomes.</p> <p>Instruct students in continuous review/practice when learning science concepts.</p>	<p>adjust instruction as needed.</p> <p>The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.</p>	<p>Summative: 2013 Florida alternate Assessment</p>
---	---	---	---

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.</p> <p>Science Goal #2a:</p>	<p>The results of the 2012 FCAT 2.0 Science Test indicate that 16% of students achieved above proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 18%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>16% (24)</p>	<p>18% (27)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was: Nature of Science.</p>	<p>Instruct students in how to model, explain, and label diagrams showing the cause-and-effect relationships of changes in populations in food webs and food chains in different ecosystems. Instruct students on how to identify relationships between structures and functions of organisms. Instruct students in literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. In grade 3, 4, and 5, instruct students in developmental areas utilizing Higher Order Thinking through enrichment activities.</p>	<p>Principal and MTSS/RtI Team</p>	<p>Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed.</p> <p>The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.</p>	<p>Formative: Monthly benchmark assessments</p> <p>District interim data reports.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	<p>Based on the 2012 Florida Alternate Assessment data, no students scored a level 7, 8, or 9 in the mathematics.</p> <p>Additional strategies may be utilized for the success of achieving a level 7, 8, or 9.</p>
--	---

2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was: Physical Science.	Instruct students in the utilization of objects/ pictures for exploration and identification of key scientific concepts. Instruct students with hands on activities to manipulate and explore actions and outcomes. Instruct students in continuous review/practice when learning science concepts.	Principal and MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments Summative: 2013 Florida alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical and Chemical Sciences	K-5 / Science	PLC Leader	Science (K-5)	August 20, 2012 – June 7, 2013	Lesson plans	Principal MTSS/RtI Team
Training on the implementation of the Next Generation Sunshine State Standards	K-5 / Science	PD Facilitator	Science (K-5)	August 20, 2012 – June 7, 2013	Lesson plans	Principal MTSS/RtI Team

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
Reward students who perform 70% or above on Science Interim Assessment.	Incentives	SAC Committee	\$1,000.00
			Subtotal: \$1,000.00
Grand Total: \$1,000.00			

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 results of the 2012 FCAT Writing Test indicate that 78% of students achieved Level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency level at 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (101)	80% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the Writing FCAT was organization and conventions in the area of narrative essay. The area of deficiency as noted on the 2012 administration of the Writing FCAT was focus and conventions in the area of expository essay.	Instruct students to write a narrative that includes a main idea and characters by: reading personal narratives to notice text characteristics and author's craft techniques; picking a topic based on personal experience; picking a topic from previously compiled lists, or responding to a district narrative writing prompt; and determining purpose	Principal, Reading Coach, and MTSS/RtI Team	Following the FCIM model, the reading coach and teachers will review writing assessment data and adjust instruction as needed. The MTSS/RtI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly Writing Prompts District Baseline and Interim Data Summative: 2013 FCAT 2.0 Writing Test

1	<p>and audience. Instruct students to use ideas and content to add supporting details, substitute active verbs for common verbs and specific words for general words; and applying appropriate transitions that show cause/effect, compare/contrast, emphasis, illustration, or conclusion to connect the supporting ideas.</p> <p>Instruct students to write a variety of expressive forms by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, and crafting techniques; determining the purpose of the writing based on the intended audience and the plot structure; and creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words.</p>			
---	---	--	--	--

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

1b. Florida Alternate Assessment: Students scoring at 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
1	N/A	N/A	N/A	N/A	N/A

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
Utilizing Graphic Organizers to Plan and Draft Informational/ Expository Essay	4th Grade Writing Teacher	Reading Coach	4th Grade Writing Teacher	November 6, 2012	Follow-up visits/support from the Reading Coach/ Student writing folders	Principal Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward students who perform 4 or above on Writing Assessment.	Incentives	SAC Committee	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:	The results of the attendance for the 2011-2012 school year indicate that the current attendance rate is 96.53%. Our goal for the 2012-2013 school year is to increase the attendance rate to 97.03%. Our goal for the 2012-2013 year is to decrease excessive tardies by .5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.53% (956)	97.03% (961)
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)		Absences (10 or more)			
200		190			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
140		133			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the importance of how attendance affects student achievement. Parents are unfamiliar with the importance of how tardies affects student achievement.	Monitor student attendance and ensure attendance corrections are made on a daily basis by homeroom teachers. Monitor student tardies and ensure attendance corrections are made on a daily basis by homeroom teacher. Conduct quarterly parent meetings to discuss the importance of attendance and opportunities to recognize students who attend school on a regular basis.	Principal, Guidance Counselor, And MTSS/RtI Team	Monitor student attendance/tardies and establish a daily attendance/tardies correction policy for homeroom teachers.	Daily attendance bulletin Nine week attendance 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
Truancy Child Study Team Training	School-wide	Attendance Services	Assistant Principal, Counselor	November 6, 2012	Complete a SCAM and enter information in the computer. Maintain logs	Principal, Community Involvement Specialist, Counselors, Asst Principal
Training on the implementation on the attendance policy	K-5	Administration, Counselors	K-5 Teachers	August 20, 2012 - June 7, 2013	Attendance Sheets	Principal

Attendance Budget:

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

End of 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:	The results of the attendance for the 2011-2012 school year indicate that there were 51 out-of-school suspensions and 38 students were suspended out-of-school. Our goal for the 2012-2013 school year is to decrease by .5% the total number of suspensions.
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
51	46
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
38	34
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although the total number of indoor and outdoor suspensions has decreased, the administrative team receives behavior referrals on a daily basis. Oftentimes, positive behavior is not recognized readily or consistently enough to decrease the number of behavior referrals presented to the administrative team on a daily basis.	Utilize Student Code of Conduct by providing incentives through the Do The Right Thing Program. Recognize outstanding citizenship and behavior by selecting Student of the Month. Monitor and utilize indoor suspension SCSI as a least restrictive option to outdoor suspensions.	Principal, Guidance Counselor, And MTSS/RtI Team	Monitor Do the Right Thing referrals to look for an increase in the number of students who are recognized for positive behavior.	Participation log for students who are referred to Do the Right Thing Program. Parent Communication Logs COGNOS Suspension Reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Administrator	School-wide	August 20, 2012 - June 7, 2013	Utilize classroom walk-through to monitor positive reinforcement of classroom behavior	Principal
Do The Right Thing Program Explanation	K-5	Counselor	School-wide	August 20, 2012 - June 7, 2013	Analyze the number of submissions for the Do The Right Thing Program	Counselor

Suspension Budget:

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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		The results of the 2012 FCAT 2.0 Science Test indicate that students are minimally utilizing STEM practices.			
STEM Goal #1:		Our goal for the 2012-2013 school year is to increase the scores on the FCAT 2.0 Science Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students are not taking part in STEM practices which will aid in increasing the Science as scores on the FCAT 2.0 test.	Integrate the use of the lesson study process to implement STEM practices in the classroom.	Principal, Guidance Counselor, And MTSS/RtI Team	Following the FCIM model, the teachers will review assessment data monthly and adjust instruction as needed. The MTSS/RTI team will review data of monthly assessments and interim assessments and make recommendations based on needs assessment.	Formative: Monthly benchmark assessments District interim data reports. Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

the implementation of STEM practices	K-5 / Science	PD Facilitator	Science (K-5)	November 6, 2012 February 2, 2013	Lesson plans	Principal MTSS/RtI Team
--------------------------------------	---------------	----------------	---------------	--------------------------------------	--------------	----------------------------

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reward students who perform 70% or above on Reading Interim Assessments.	Incentives	SAC Committee	\$1,000.00
Mathematics	Reward students who perform 70% or above on Mathematics Interim Assessment.	Incentives	SAC Committee	\$1,000.00
Science	Reward students who perform 70% or above on Science Interim Assessment.	Incentives	SAC Committee	\$1,000.00
Writing	Reward students who perform 4 or above on Writing Assessment.	Incentives	SAC Committee	\$1,000.00
				Subtotal: \$4,000.00
				Grand Total: \$4,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
--	---	---	--

Are you a reward school: Yes No

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

No Attachment (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
The School Advisory Council (SAC) funds will be utilized to purchase incentives.	\$4,000.00

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

The School Advisory Committee (SAC) at Riverside Elementary Community School promotes a collaborative system of leadership that includes representatives from all stakeholder groups which support the school's vision and mission. The SAC accomplishes this by holding monthly meetings the third Thursday of every month. During the meetings, the progress of the School Improvement Plan (SIP) goals are analyzed, available resources are discussed, and recommendations are made in keeping with the Plan-Do-Act cycle of the Continuous Improvement Model. The SAC also discusses new ideas to determine if these will improve student achievement and motivation. In addition, the SAC reviews and updates the bylaws as deemed necessary.

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 RIVERSIDE ELEMENTARY COMMUNITY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	56%	86%	49%	247	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	61%	59%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	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					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District RIVERSIDE ELEMENTARY COMMUNITY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	57%	82%	36%	228	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	60%	52%			112	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?	63% (YES)	53% (YES)			116	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					456	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested