

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: KELSEY L. PHARR ELEMENTARY SCHOOL

District Name: Dade

Principal: Yvonne D. Perry

SAC Chair: Sharon Cobb

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

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	Yvonne Perry	Bachelor of Science Business Administration, Florida Agricultural and Mechanical University; Master of Science Elementary Education, St. Thomas University; Educational Leadership, Barry University; Certification- State of Florida Educational Leadership (All Levels) Elementary Education (1-6)	2	7	'12 '11 '10 '09 '08 School Grade C A F C A AYP: NA Y N N N High Standards Rdg.: 26 64 34 33 76 High Standards Mathematics: 41 82 59 49 73 Lrng Gains-Rdg.: 61 77 38 49 64 Lrng Gains-Mathematics: 77 89 55 59 54 Gains-Rdg-25%: 84 77 38 57 65 Gains-Mathematics-25%: 89 90 57 67 65 AMO Reading 33 AMO Math 31

Assis Principal	Ms. Carol R. Sampson	Degrees Specialist – Educational Leadership Masters – Science Education Bachelors – Chemistry Certification Educational Leadership Chemistry	1	6	'12 '11 '10 '09 '08 School Grade C F C C A AYP NA N N High Standards Rdg. 26 43 55 47 66 High Standards Math 41 43 43 39 61 Lrng Gains-Rdg. 61 55 64 54 63 Lrng Gains-Math 77 36 63 58 70 Gains-Rdg-25% 84 50 68 68 68 Gains-Math-25% 89 37 63 62 NA AMO Reading 33 AMO Math 31
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Kelly Duquette		1	1	'12 School Grade A AYP NA High Standards Rdg. 49 High Standards Math 65 Lrng Gains-Rdg. 77 Lrng Gains-Math 81 Gains-Rdg-25% 89 Gains-Math-25% 79 AMO Reading 51 AMO Math 60
Reading Coach	Sharon Reed-Turner	Exceptional Student Education; ESOL; Reading	1	1	'12 School Grade C AYP NA High Standards Rdg. 26 High Standards Math 41 Lrng Gains-Rdg. 61 Lrng Gains-Math 77 Gains-Rdg-25% 84 Gains-Math-25% 89 AMO Reading 33 AMO Math 31
Science Coach	Constance DiCandia	Middle Grade Science Elementary Education ESOL	2	2	'12 '11 '10 '09 '08 School Grade C F C B C AYP NA N N N N High Standards Rdg. 26 43 60 60 58 High Standards Math 41 43 58 61 57 Lrng Gains-Rdg. 61 55 62 27 59 Lrng Gains-Math 77 36 54 67 60 Gains-Rdg-25% 84 50 80 46 69 Gains-Math-25% 89 37 46 66 65 AMO Reading 33 AMO Math 31
Reading Coach	Tonishia Davila	Elementary Education	1	1	'12 School Grade C AYP NA High Standards Rdg. 47 High Standards Math 45 Lrng Gains-Rdg. 62 Lrng Gains-Math 52 Gains-Rdg-25% 70 Gains-Math-25% 49 AMO Reading 54 AMO Math 58

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Implement Mentoring Program	Mrs. Perry, Principal	Ongoing	
2	2. Participate in Education Transformation Off ice Professional Development sessions, in both embedded and workshop settings.	Dr. Perry, Principal Mrs. Sampson, Assistant	Ongoing	

		Principal	
3	3. Establish Professional Learning Communities (PLC's)	National Board Certified Teachers Jennifer Hawkes/Constance DiCandia (Science Coach) Coaches Sharon Reed-Turner (Reading Coach) Christina Covelli (Reading Coach) Kelly Duquette (Math Coach)	Ongoing

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 (Out of Field)	Staff will complete coursework by June 2013.

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
27	22.2%(6)	33.3%(9)	33.3%(9)	11.1%(3)	14.8%(4)	100.0%(27)	11.1%(3)	7.4%(2)	44.4%(12)

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
Crystal James	Sharon Reed-Turner	Ms. Reed-Turner is the Reading Coach will be able to offer support for Ms. James in the area of Reading/Language Arts and Writing.	Meet weekly with teacher to plan lessons, co-teach, model lessons, and observe mentee lessons.

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

Kelsey L. Pharr Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities in the after-school (YMCA) and Saturday Academy Programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. 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 provided early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Kelsey L. Pharr Elementary School provides services and support to migrant students and parents. The District Magnet 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 in Easter Seals (after school program) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

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

Kelsey L. Pharr Elementary School utilizes programs provided by the District which utilizes supplemental funds for improving basic education as follows:

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

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Afterschool (Easter Seals) and Saturday Academy programs offered in the core subject areas of Reading, Mathematics, Science and Writing.
- The Community Involvement Specialist (CIS) in conjunction with the members of the Leadership Team coordinates Parent Workshops provided by various District offices/personnel.
- Professional development, coaching and mentoring opportunities on best practices for ESOL and content area teachers are offered by District, and Region Personnel as well as the Reading Coach.

The Reading Coach provides supplemental instructional materials to utilize with ELL students.

Title X- Homeless

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Kelsey L. Pharr Elementary School participates in the Project Upstart, Homeless Children & Youth Program which assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the school registrar 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 and 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. Project Upstart will be implementing a 2010 summer academic enrichment camp for students in four 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.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the school counselor.

Nutrition Programs

- Nutrition Programs
- The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education and science classes. The School Nurse also works with the classroom teachers to effectively and efficiently disseminate information regarding the Wellness Policy.
- 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

Kelsey L. Pharr will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to disseminate regarding available programs, their rights under No Child Left Behind and other referral services.

Kelsey L. Pharr will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact, Title I Parental Involvement Plan, scheduling the Title I Annual Meeting, and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Kelsey L. Pharr will conduct informal parent surveys to determine specific needs of our parents, schedule workshops, and Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Kelsey L. Pharr will complete Title I Administration Parental Involvement Monthly School Reports and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise 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. 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 who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability overtime

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

- Reading Coach
- Special education personnel
- School Guidance Counselor
- Behavioral Specialist
- School Psychologist
- School Social Worker
- Member of EESAC
- Community stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more

I 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 that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support 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.

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?

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

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (Instruction based on the current curriculum standards)
 - How will we determine if the students have learned? Monthly assessments/Interim Assessments will be used to measure student achievement/growth
 - How will we respond when students have not learned? Students will be grouped for remediation / intervention and small group tutorials in the push in/pull out model. Monitoring of progress made in these groups will be on a continual basis.
 - How will we respond when students have learned or already know? Enrichment activities will be provided for students during the school day within the classroom setting in centers, in the after school tutorial program (Easter Seals) and Saturday Academy.
2. Gather and analyze Edusoft data to determine professional development needs for faculty as indicated by student intervention and achievement needs.
3. Hold regular bi-weekly team meetings.
4. Maintain open and honest communication with staff for input and feedback, as well as updating them on procedures and progress of students.
5. Implement walk-throughs on a daily basis within the school to evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

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1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

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

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

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

2. Managed data will include:

Academic

FAIR assessment

Interim assessments

State/Local 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.

Describe the plan to train staff on RtI.

The district professional development and support will include:

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

Describe the plan to support MTSS.

Describe plan to support MTSS.

Support will be given to the MTSS process by the School Staffing Specialist, the School Psychologist and School Administration.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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The Kelsey L. Pharr Elementary School Literacy Leadership Team will consist of the following:

- Yvonne Perry – Principal

- Carol R. Sampson – Assistant Principal
- Sharon Reed-Turner – Reading Coach
- Stacey Dean – Kindergarten Teacher
- Sharon Cobb – SPED Teacher
- Tiffany Parker – 4th Grade Teacher
- Kimberly Fordham – 5th Grade

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

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The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet once a month. The following steps will be considered by the school's Literacy Leadership Team to ensure academic achievement by all students:

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will survey the reading coach and classroom teachers to determine specific materials necessary for supporting the role of the reading coach. Principals will obtain materials for the reading coach and evaluate on-going needs throughout the year. The principal will use student assessment data to continually evaluate the resources needed to meet the needs of teachers and students. The principal will include these resources in a professional library established for all staff when applicable. Title I funds and discretionary funds may be used to purchase these resources.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and classroom visitations; and
- monitoring the teacher's use of data driven instruction during classroom visitations.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. The principal will then see that every teacher develops an Individual Professional Development Plan (IPDP) which includes a specific area of reading in which their students demonstrated deficiencies. These plans must be fluid and re-examined on an ongoing basis throughout the school year. Teachers will have the opportunity to communicate regularly throughout the school year during grade level and/or departmental meetings. The principal will provide teachers with the opportunity to participate in professional development as needed throughout the school year.

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

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

- Increase the level of reading proficiency in grades 3-5
- Establish monthly school-wide reading goals. The students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests.
- Increase the percentage of students reading on grade level as evidenced by the 2011 state assessments (SAT-10 , FCAT).

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

Kelsey L. Pharr Elementary School bridges the gap for students not attending our Pre K program by providing information of District Open House meetings, School Open House Transition meetings for parents, and Professional Learning Communities with other schools. Kelsey L. Pharr Elementary School's Pre K Department provides incoming students with a pretest to assess their academic and cognitive abilities.

*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 goal for the 2012 Reading FCAT 2.0 is to increase the percentage of students scoring Level 3 or above by 25 percentage points to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (25)	40% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively.	Increase the use of explicit fluency instruction during the opening routine of the reading block for grades 2 through 5.	Administration Reading Coach	Review pacing guides and monitor the use of lesson plans created during common planning time.	Interim and Monthly Assessments and FAIR ORF OPM
2	Students lack phonemic awareness and phonics skills needed to decode grade level text.	Use FAIR and spelling inventories to create intervention groups that address phonemic awareness and phonics deficiencies.	Administration Reading Coach	Monitor student progress through weekly assessments in intervention.	SuccessMaker Assessments
3	Teachers lack knowledge of skills to effectively deliver instruction using The Common Core State Standards (CCSS).	Provide professional development on the effective use of the CCSS.	Administration Reading Coach	Administration will monitor effective implementation of standards through classroom walkthroughs.	Interim and Monthly Assessments
4	.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was (choose category based on data) Category 1- Vocabulary; Category 2- Reading Application; Category 3- Literary Analysis/Fiction/Non-Fiction; Category 4- Informational Text/Research Process	1.1. During the opening routine portion of the reading block, K-5th Grade teachers will provide explicit vocabulary instruction. 1. A. Use the Elements of Reading Vocabulary program as a daily opening routine in 2nd and 3rd. 1.B. Provide Professional Development on use of Elements of Reading Vocabulary	1.1. Administration Reading Coach	1.1. Review pacing guides and lesson plans. Classroom Observations	1.1. FAIR Interim and Monthly Assessments

5	1.2. Students lack fluency skills that impede reading comprehension.	1.2. Use the 6-Minute Solution Fluency program as a daily opening routine in 4th and 5th grade.	1.2. Administration Reading Coach	1.2. Review pacing guides and lesson plans Classroom Observations 1.3. Monitor student fluency progress through Oral Reading Fluency checks.	1.2. ORF Checks
6	1.3. Teachers lack the skills to effectively deliver benchmark instruction.	1.3. Provide professional development in NGSSS.	1.3. Administration Reading Coach	1.3. Administration will monitor effective implementation of standards through classroom walkthroughs. Class and individual student tracking of Interim/Monthly Assessment Goals	1.3. Interim and Monthly Assessments
7	1.4 Teachers lack the skills to effectively implement the accelerated reader program with fidelity.	1.4 Implement the Accelerated Reader program to monitor and track student progress during independent reading.	1.4 Administration Reading Coach Media Specialist	1.4 Class and individual student tracking of AR goals.	Accelerated Reader Reports

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The goal for the 2012 Reading FCAT 2.0 is to increase the percentage of students scoring Level 4 and 5 by 11 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	11% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area, which showed minimal growth and would require students to improve or maintain performance as noted on the 2012-2013 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary and Reporting Category 4 Informational Text and Research Process. The teachers have difficulty implementing the Gradual Release Model in order to promote more in depth understanding of complex vocabulary and informational text.	The area, which showed minimal growth and would require students to improve or maintain performance as noted on the 2012-2013 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary and Reporting Category 4 Informational Text and Research Process. The teachers have difficulty implementing the Gradual Release Model in order to promote more in depth understanding of complex vocabulary and informational text.	Administration Reading Coach	Student work samples Classroom observations Lesson plans	Interim and Monthly Assessments
2	2.1. The area which showed minimal growth and would require students to improve or maintain performance as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application and Category 3 Literary/Non-Fiction Analysis. These students have difficulty in utilizing critical thinking strategies needed to analyze elements of story structure, plot development, character development, setting, character point of view, problem/solution, events, compare information within and across texts. Analyze descriptive, idiomatic and figurative language. There are limited resources that include enrichment activities for these students.	2.1 A Increase explicit instruction through the gradual release model. 2.1.B Use of higher complexity questioning strategies to promote critical, independent creative thinking, for a deeper understanding of the content. 2.1. C Implement literacy opportunities through Literacy Circles.	Administrative Team and Reading Coach	2.1 Student work samples Classroom observations Common Planning Review pacing guides and lesson plans. Review of student Differentiated Instruction Notebooks	2.1. Monthly and Quarterly Interim District assessments. FCAT Reading Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The goal for 2013 FCAT Reading test is to increase students achieving learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (63)	67% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area, which showed minimal growth and would require students to improve or maintain performance as noted on the 2012-2013 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary and Reporting Category 4 Informational Text and Research Process. The teachers have difficulty implementing the Gradual Release Model in order to promote more in depth understanding of complex vocabulary and informational text.	3.1. Provide Gradual Release of Responsibility Training.	3.1. Administration Reading Coach Curriculum Support Specialist	3.1. Analysis of the Reports during common planning meetings and data chats to determine progress and next steps for reformation of groups.	3.1. Interim and Monthly Assessments
2	3.2. Teachers lack the in-depth knowledge of FAIR tasks in order to group students and implement differentiated instruction effectively.	3.2. Provide a professional development demonstrating a proven data-based method for driving instruction	3.2. Administration Reading Coach	3.2. Review data during RTI meetings. Check ; lesson plans Walk-throughs and observations Student data folders Sign-in sheets	3.2. FAIR data Interims Monthly Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The goal for the 2012-2013 school year is to increase the learning gains of the lowest 25% by 5 percentage points to 89 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (26)	89% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students lack foundational skills in phonemic awareness and phonics that impede their ability to read fluently.	4.1. Administer FAIR and a Spelling Inventory to place students in Foundational Skills Intervention. Teachers will conduct on-going progress monitoring using SuccessMaker to ensure that Phonics and Phonemic Awareness Instruction is being implemented effectively.	Administration Reading Coach	4.1. Data will be discussed during common planning sessions as well as during data chats.	4.1. FAIR and SuccessMaker reports
2	4.2. Previous Intervention Program has not been effective	4.2. Teachers will be trained to effectively implement the Foundational Skills Intervention program.	Administration Reading Coach	4.2. Data will be discussed during common planning sessions as well as during data chats.	4.2. FAIR and SuccessMaker reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The goal for the 2012-2013 school year is increase reading mastery to 39%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	33	39	45	51	57	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The goal for the 2012-2013 school year is to increase reading mastery of Black and Hispanic students to 39% and 40%, respectively.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 25% (22) Hispanic: 28% (22)	Black: 39% (34) Hispanic: 40% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively. Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3-Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively.	5B.1. Increase the use of explicit fluency instruction during the opening routine of the reading block for grades 2 through 5.	5B.1. Administration Reading Coach	5B.1. Review pacing guides and monitor the use of lesson plans created during common planning time.	5B.1. Interim and Monthly Assessments and FAIR ORF OPM
2	5B.2. Students lack phonemic awareness and phonics skills needed to decode grade level text.	5B.2. Use FAIR and spelling inventories to create intervention groups that address phonemic awareness and phonics deficiencies	5B.2. Administration Reading Coach	5B.2. Monitor student progress through weekly assessments in intervention.	5B.2. SuccessMaker Assessments
3	5B.3. Teachers lack knowledge of skills to effectively deliver instruction using The Common Core State Standards (CCSS).	5B.3. Provide professional development on the effective use of the CCSS	5B.3. Administration Reading Coach	5B.3. Administration will monitor effective implementation of standards through classroom walkthroughs.	5B.3. Interim and Monthly Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal for the 2012-2013 school year is to increase reading mastery of ELL students by 7 percentage points to 38%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (17)	38% (21)

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	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively	5C.1. Increase the use of explicit fluency instruction during the opening routine of the reading block for grades 3 through 5.	5C.1. Administration Reading Coach	5C.1. Review pacing guides and monitor the use of ESOL strategies in the lesson plans created during common planning.	5C.1. Interim and Monthly Assessments and FAIR ORF OPM
2	5C.2. Students lack vocabulary knowledge needed to comprehend grade level text.	5C.2. Increase the use of verbal interaction and vocabulary instruction, which will result in an increase in word knowledge, concept knowledge, and reading comprehension.	5C.2. Administration Reading Coach	5C.2. Monitor the use of Imagine Learning for ESOL Levels 1 and 2 by periodically reviewing the data reports.	5C.2. Imagine Learning
3	5C.3. Teachers lack knowledge of skills to effectively deliver instruction using Common Core State Standards (CCSS).	5C.3. Use FAIR and spelling inventories to create intervention groups that address vocabulary deficiencies.	5C.3. Administration Reading Coach	5C.3. Use FAIR and spelling inventories to create intervention groups that address vocabulary deficiencies.	5C.3. Interim Monthly Assessments
4	5C.3. Teachers lack knowledge of skills to effectively deliver instruction using Common Core State Standards (CCSS).	5C.3. Use FAIR and spelling inventories to create intervention groups that address vocabulary deficiencies.	5C.3. Administration Reading Coach	5C.3. Use FAIR and spelling inventories to create intervention groups that address vocabulary deficiencies.	5C.3. Interim Monthly Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The goal for the 2012-2013 school year is to increase reading mastery of SWD students by 20 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3)	39% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. The area of deficiency as	5D.1. Increase the use of verbal, hands on	5D.1. Administration	5D.1. Monitor student progress through weekly	5D.1. Interim and Monthly

1	noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively	interaction and vocabulary instruction, which will result in an increase in word knowledge, concept knowledge, and reading comprehension.	Reading Coach	assessments in intervention.	Assessments and FAIR ORF OPM
2	5D.2. Teacher lack knowledge of skills to effectively deliver instruction using Common Core State Standards (CCSS).	5D.2. Use FAIR and spelling inventories to create intervention groups that address vocabulary deficiencies.	5D.2. Administration Reading Coach	5D.2. Monitor student progress through weekly assessments in intervention.	5D.2. Imagine Learning Success Maker Assessments
3	5D.3. Teacher lack the Knowledge of SPED strategies	5D.3. Provide Professional Development to discuss SPED strategies in the lesson plan format and review during common planning.	5D.3. Administration Reading Coach	5D.3. Use FAIR and spelling inventories to analyzed data to differentiate instruction.	5D.3. Interim and Monthly Assessments and FAIR ORF OPM
4	5D.3. Teacher lack the Knowledge of SPED strategies	5D.3. Provide Professional Development to discuss SPED strategies in the lesson plan format and review during common planning.	5D.3. Administration Reading Coach	5D.3. Use FAIR and spelling inventories to analyzed data to differentiate instruction.	5D.3. Interim and Monthly Assessments and FAIR ORF OPM

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The goal for the 2012-2013 school year is to increase reading mastery of ED students by 13 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	39% (64)

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	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis /Fiction/Non-Fiction. Students lack the ability to read fluently enough to complete the reading passages and comprehend effectively.	5E.1. Increase the use of explicit fluency instruction during the opening routine of the reading block for grades 3 through 5.	5E.1. Administration Reading Coach	5E.1. Use FAIR and spelling inventories to analyzed data to differentiate instruction.	5E.1. Success Maker Interim and Monthly Assessments and FAIR ORF OPM
2	5E.2. Students lack foundational skills in phonemic awareness and phonics that impede their ability to read fluently.	5E.2. Increase the use of auditory discrimination during differentiated instruction.	5E.2. Administration Reading Teacher Reading Coach	5E.2. Monitor student progress through weekly assessments in differentiated instructions.	5E.2. FAIR data Interims Monthly Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundational Skills	All	Reading Coaches	Schoolwide	August/September 2012	Classrooms Walkthroughs	Administration Reading Coaches Lead Interventionist
Data Driven Instruction	All	Reading Coaches	Schoolwide	November	Data Chats Common Planning Sessions	Administration Reading Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the Accelerated Reader program to monitor and track student progress during independent reading.	Student Incentives for the Accelerated Reader Program Cougar Store	EESAC	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of 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 goal for the 2012-2013 CELLA is to increase the number of students scoring at proficiency in Listening and Speaking.
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2012 Current Percent of Students Proficient in listening/speaking:

25% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students have limited opportunities to practice listening and speaking skills.	1.1. Teachers will plan for and use explicit listening and speaking techniques such as sentence frames for having accountable to student talk.	1.1. Administration ESOL Coach Reading Coaches	1.1. Monitor lesson plans to see that they include opportunities for student accountable talk and listen during walk through for the use of sentence frames.	1.1. Lesson Plans Walkthroughs
2	1.2. Teachers lack the ability to scaffold instruction for ELL students so that they are building their conversational vocabulary.	1.2. Provide professional development on scaffolded instruction that includes modeled conversations.	1.2. Administration ESOL Coach Reading Coaches	1.2. Observations of student conversations and a transfer of vocabulary to student writing.	1.2. Walkthroughs Interactive Journals

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The goal for the 2012-2013 CELLA is to increase the number of students scoring at proficiency in Reading.

2012 Current Percent of Students Proficient in reading:

14% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers lack the knowledge of the CELLA assessment and how to use the results in order to drive instruction.	2.1. Provide professional development on CELLA and its components, as well as how to pull and read reports in order to drive instruction.	2.1. Administration ESOL Coach Reading Coaches	2.1. During common planning and during data chats teachers will be responsible for displaying CELLA data and using the components (Listening/Speaking) to drive instruction.	2.1. Professional; Development Feedback Forms Lesson Plans Data Binder Classroom Walkthroughs
2	2.2. Students have limited use of imagine Learning.	2.2. ELL levels 1 and 2 will have 20 minutes designated to engage in the Imagine Learning station.	2.2. Administration ESOL Coach Classroom Teacher	2.2. Monitor weekly reports to ensure that students are progressing in the program.	2.2. Data Binder Classroom Walkthroughs

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 goal for the 2012-2013 CELLA is to increase the number of students scoring at proficiency in Writing.			
2012 Current Percent of Students Proficient in writing:					
18% (21)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students lack direct instruction aligned to the components assessed on CELLA writing assessment (conventions, grammar, letter writing, narrative writing, compare/contrast paragraph)	2.1. Teachers will analyze CELLA writing data per class and differentiate instruction based on data and student deficiencies.	2.1. Administration ESOL Coach Classroom Teacher	2.1. Monitoring and applying corrective feedback to student journals.	2.1. Interactive Journals Classroom Walkthroughs
2	2.2. Teachers lack the knowledge of how to interpret CELLA writing data and then form flexible groups based on the data.	2.2. Provide professional development in the area of writing, designed to target differentiated writing groups.	2.2. Administration ESOL Coach Reading Coach	2.2. During common planning address CELLA writing data and plan for instruction of differentiated writing groups. Teachers will bring work samples to common planning of successful lessons.	2.2. Interactive Journals Classroom Walkthroughs

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on the 2012 FCAT Mathematics data, 27% of students scored at Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Level 3 or above by 3 percentage points to 30% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (46)	30% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack skills in the areas of Number: Operations and Systems, Number: Base Ten and Fractions, Expressions, Equations, and Statistics, Geometry and Measurement	1.1. Develop conceptual understanding of number operations and systems, base-ten and fractions, algebraic thinking, and geometry by providing hands-on learning experiences through the use of manipulatives. Also, utilize strategies for problem solving (i.e. work backwards, model using manipulatives, organize information/draw a picture, look for a pattern, use a formula), with special focus on understanding the concepts of multiplication and division, and the relationship between fractions and decimals.	1.1. Administration Mathematics Coach Teachers	1.1 Review bi-weekly mini-assessment data to track progress and adjust instruction as needed during common planning, grade level meetings, and data chats.	1.1 Formative: Bi-Weekly Mini-Assessments, Interim Assessments Summative: 2013 FCAT Mathematics Test

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Based on the 2011 FCAT Mathematics data, 9% of students scored a Level 4 or Level 5. Our goal for the 2011-2012 school year is to increase the percentage of students scoring a Level 4 or 5 by 2 percentage points to 11% on the 2012 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(18)	11%(22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 An area of deficiency on the 2011 administration of the FCAT Mathematics Test was Geometry and Measurement. The deficiency is due to limited understanding of the concepts of measurement	2.1 Use grade level activities to promote describing, analyzing, comparing, classifying, building, and drawing models to develop measurement concepts and skills.	2.1 Administration Mathematics Coach	2.1 Review bi-weekly mini-assessment data to track progress and adjust instruction as needed during grade level meetings and data chats.	2.1 Formative: Bi-Weekly Mini-Assessments, Interim Assessments Summative: 2012 FCAT Mathematics Test
2	2.2 Students lack the ability to explain math concepts.	2.2 Incorporate Reading and Writing strategies into Mathematics instruction	2.2 Administration Mathematics Coach Teachers	2.2 Administration and Mathematics Coach will conduct walkthroughs to ensure strategies are being effectively implemented.	2.2 Reading and Mathematics Journals. Administrative and Coaches walk through.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 77% of students made learning gains. Our goal for the 2013 FCAT Mathematics Test is to increase students achieving learning gains by 8 percentage points to 85%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>77% (78)</p>	<p>82% (83)</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>3.1. An area of deficiency on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement</p> <p>Differentiated Instruction is not tightly aligned to data; appropriate activities are not selected to address student deficiencies in geometry and measurement.</p>	<p>3.1. Mathematics coach will assist teachers with lesson planning for differentiated instruction and model strategies for teachers to ensure effective implementation of data-driven differentiated instruction</p>	<p>3.1. Administration Mathematics Coach</p>	<p>3.1. Conduct professional development on differentiated instruction and lesson planning to assist teachers in aligning activities to necessary benchmarks and student deficiencies, with special focus on geometry and measurement. Utilize data during Common Planning to assist in determining the most effective lessons during TLC, Centers (including technology), and Independent Work.</p>	<p>3.1. Classroom walkthrough logs</p>
2	<p>3.2. Manipulatives are not being used to most effectively ensure concrete understanding of geometric ideas.</p>	<p>3.2. Use manipulatives to analyze the properties of two- and three-dimensional figures, including volume and surface area. Focus instruction on solving problems using approximations and formulas.</p>	<p>3.2. Administration Mathematics Coach Teachers</p>	<p>3.2. Review Geometry and Measurement mini-assessments data to track progress and adjust instruction as needed during grade level meetings and data chats.</p>	<p>3.2. Formative: Mini-Assessments, Interim Assessments</p> <p>Summative: 2013 FCAT Mathematics Test</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>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase our bottom quartile making learning gains by 2 percentage points to 91% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (N<30)	94% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers have difficulty managing time in order to deliver instruction using Gradual Release of Responsibility Model with fidelity.	4.1. Mathematics coach will model portions Gradual Release of Responsibility to teachers. Teachers deliver instruction incorporating all components of the model according to their lesson plans.	4.1. Administration Mathematics Coach Teachers	4.1. Administration and Mathematics Coach conduct classroom walkthroughs; coach will utilize coaching cycle with teachers to strengthen components of the instructional model. Coaches and teachers will also use common planning time to pace out lesson plans to ensure all components of the lesson are conducted with fidelity.	4.1. Classroom walkthrough logs Common Planning logs
2	4.2 Students are not provided with enough enriching opportunities to actively engage with mathematics.	4.2. Teachers incorporate more hands-on, long-term math assignments into independent practice activities, for example math projects.	4.2. Administration Mathematics Coach Teachers	4.2. Math Coach and teachers will utilize common planning to create and plan engaging, enriching independent practice activities that are aligned to benchmarks. Coach and teachers will plan and implement math projects that are aligned to benchmarks and deficiencies into the lesson plan.	4.2. Common planning logs Classroom walkthroughs

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%.

By the end of this school year, 38% of our students will achieve mastery on teh FCAT Math.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31	38	44	50	56	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate that 25% of students in the Black subgroup and 28 % of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012 school year is to increase student proficiency by 14 and 12 percentage points to 39% and 40% respectively. The results of the 2011 FCAT Mathematics Test also indicate that 48% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012 school year is to increase student proficiency by 5 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 25% (22) Hispanic: 28% (22)	Black: 39% (34) Hispanic: 40% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 Black and Hispanic students show deficiencies in mathematics.	Implement tutorials before and after school to target mathematics deficiencies.	Administration Mathematics Coach Teachers	Review tutoring assessments and Tutoring Attendance Rosters to track progress and adjust instruction accordingly.	Tutoring Rosters and assessments
2	5A.2. Students are not participating in enriching math opportunities that encourage engagement with mathematics.	5A.2. Get students involved in class and school wide competitions and after-school math programs.	5A.2. Administration Mathematics Coach Teachers	5A.2. Encourage and involve students to participate in Math Club and school-wide Math Competitions.	5A.2. Formative: Mini-Assessments, Interim Assessments Summative: 2013 FCAT Mathematics Test
3	5A.2. Students are not participating in enriching math opportunities that encourage engagement with mathematics.	5A.2. Get students involved in class and school wide competitions and after-school math programs.	5A.2. Administration Mathematics Coach Teachers	5A.2. Encourage and involve students to participate in Math Club and school-wide Math Competitions.	5A.2. Formative: Mini-Assessments, Interim Assessments Summative: 2013 FCAT Mathematics Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on the 2012 FCAT Mathematics data, 47% of the English Language Learners subgroup showed learning gains. Our goal for the 2012-2013 school year is for our English Language Learners subgroup to increase proficiency by 3 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% (25)			50% (27)		
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	5C.1. ELL students lack reading and writing skills (including vocabulary) necessary to succeed in mathematics.	5C.1 Implement tutorials before and after school to target reading and math deficiencies.	5C.1 Administration Mathematics Coach	5C.1 Review bi-weekly assessments and Tutoring Attendance Rosters to track progress and adjust instruction accordingly.	5C.1 Formative: Bi-Weekly Mini-Assessments, Interim Assessments Summative: 2012 FCAT Mathematics Test
2	5C.2. Insufficient time for Teacher-student data chats.	5C.2 Create schedule for teacher-student data chats.	5C.2. Administration Mathematics Coach.	5C.2. Administration and Coach will review schedule and data chat protocol to ensure implementation	5C.2. Data Chat Protocol Sheets
3	5C.3 Teachers don't use math lab to full capacity	5C.3. Administration and Coach will create math lab schedule that allows all classrooms to attend math lab on a regular basis.	5C.3. Administration Mathematics Coach Teachers	5C.3. Analyze ongoing assessment data to identify student deficiencies and plan for independent math lab activities; utilize student skill sheets to monitor the progress of students on math lab activities.	5C.3. Student Skill Sheets Success Maker Score Reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2012 FCAT Mathematics data, 38% of the English Language Learners subgroup showed learning gains. Our goal for the 2012-2013 school year is for our English Language Learners subgroup to increase proficiency by 6 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (7)	44% (8)

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	5D.1. Teachers and interventionists do not maintain fluidity in the grouping of students (adding/removing students as needed according to the data).	5D.1 Teachers and interventionists track and monitor student progress through the use of an established system.	5D.1. Administration Mathematics Coach	5D.1. Teachers and interventionists meet on a regular basis to review the intervention/enrichment curriculum, discuss ongoing data, and other issues pertaining to student progress. Administration attends at least one common	5D.1. Administrative and Coaches walk through Administrative and Coaches logs.

			planning session per grade level per week and provides feedback
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our goal for the 2012-2013 school year is for Economically Disadvantaged students to make a 4 percentage point learning gain to 44% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (66)	44% (73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. An area of deficiency on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement	5E.1. Mathematics coach will assist teachers with lesson planning for differentiated instruction and model strategies for teachers to ensure effective implementation of data-driven differentiated instruction	5E.1. Administration Mathematics Coach	5E.1. Conduct professional development on differentiated instruction and lesson planning to assist teachers in aligning activities to necessary benchmarks and student deficiencies, with special focus on geometry and measurement. Utilize data during Common Planning to assist in determining the most effective lessons during TLC, Centers (including technology), and Independent Work..	5E.1. Classroom walkthroughs

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
Collaborative Strategies to Increase Rigor	K-5 Teachers	Math Coach	K-5 Teachers	October 2012	Classroom Walkthroughs	Administration Math Coach
Differentiated Instruction	K-5 Mathematics Teachers	ETO Staff	K-5 Mathematics Teachers	December 2012	Classroom Walkthroughs	Administration Math Coach
GIZMOS	3-5 Teachers	District Trainer Science Coach	3-5 Math Teachers	October 2012	Classroom Walkthroughs	Administration Math Coach

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Based on the 2012 FCAT Science data, 10% of students demonstrated learning gains.			
Science Goal #1a:		The goal for the 2012- 2013 school year is to increase the percentage of students scoring at level 3 or above in science will by 6 percentage points to 16%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10% (5)		16% (8)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Lack of consistent instruction of annually assessed benchmarks in grades 3 and 4.	Action Step #1: Adhere to teacher schedules and District Pacing Guides for 3rd and 4th grade. Action Step #2: Administer District Quarterly Assessments for 3rd and 4th grade. Action Step #3: Conduct 3rd and 4th grade Data Chats using a progress monitoring	1.1. Science Coach Classroom Teachers Administration	1.1. Consistently monitor the use of higher order questioning and response techniques, by monitoring lesson plans, common planning, coaching logs and lesson study cyclesAdministration adds the strategies that were focused on during the lesson study to walkthrough/ observation forms and	1.1. Common assessments tied to Science Next Generation Sunshine State Standards and District interims administered Monthly and quarterly.

		form. (Coach/Teacher – Teacher/Student)		checks for use of them in classrooms daily. Administration adds the strategies that were focused on during the model lesson to walkthrough/ observation forms and checks for use of them in classrooms daily.	
2	1.2. Limited corrective feedback.	1.2Action Step #1: Utilize common planning to identify one specific activity to grade and collaboratively create a rubric for grading. Action Step #2: Have teachers bring sample student work items to discuss feedback provided during common planning. Action Step #3: Establish a school-wide system to monitor journal use through periodic administrative checks.	1.2. Science Coach Classroom Teachers Administration	1.2. Consistently monitor the use of higher order questioning and response techniques, by monitoring lesson plans, common planning, coaching logs and lesson study cycles	1.2. Common assessments tied to Science Next Generation Sunshine State Standards and District interims administered Monthly and quarterly
3	1.3. Limited evidence of scaffolded instruction and effective ESOL strategies in order to meet the needs of ELL students.	1.3Action Step #1: Provide Professional Development to discuss ELL strategies and effective instructional delivery. Action Step #2: Identify specific ELL strategies to be utilized during instructional delivery during common planning. Action Step #3: Monitor use of strategies within teacher lesson plans and instructional delivery.	1.3. ETO ELL Coach Science Coach Classroom teachers Administration	1.3. Consistently monitor the use of higher order questioning and response techniques, by monitoring lesson plans, common planning, coaching logs and lesson study cycles	1.3. Common assessments tied to Science Next Generation Sunshine State Standards and District interims administered Monthly and quarterly

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the 2012 FCAT Science data, 2% of students scored level 4 and 5. The goal for the 2012- 2013 school year is to increase the percentage of students scoring at level 4 and 5 in science by 3 percentage points to 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1)	5% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of consistent instruction of annually assessed benchmarks in grades 3 and 4.	<p>2.1.</p> <p>2a.1. Action Step #1: Adhere to teacher schedules and District Pacing Guides for 3rd and 4th grade.</p> <p>Action Step #2: Administer District Quarterly Assessments for 3rd and 4th grade.</p> <p>Action Step #3: Conduct 3rd and 4th grade Data Chats using a progress monitoring form. (Coach/Teacher – Teacher/Student)</p> <p>Action Step #1: Utilize common planning to identify one specific activity to grade and collaboratively create a rubric for grading.</p> <p>Action Step #2: Have teachers bring sample student work items to discuss feedback provided during common planning.</p> <p>Action Step #3: Establish a school-wide system to monitor journal use through periodic administrative</p>	2.1. Science Coach Classroom Teachers Administration	2.1. Consistently monitor the use of higher order questioning and response techniques, by monitoring lesson plans, common planning, coaching logs and lesson study cycles	2.1. Common assessments tied to Science Next Generation Sunshine State Standards and District interims administered Monthly and quarterly

		checks.			
2	Limited evidence of scaffolded instruction and effective ESOL strategies in order to meet the needs of ELL students.	<p>Action Step #1: Provide Professional Development to discuss ELL strategies and effective instructional delivery.</p> <p>Action Step #2: Identify specific ELL strategies to be utilized during instructional delivery during common planning.</p> <p>Action Step #3: Monitor use of strategies within teacher lesson plans and instructional delivery</p>	ETO ELL Coach Science Coach Classroom teachers Administration	Consistently monitor the use of higher order questioning and response techniques, by monitoring lesson plans, common planning, coaching logs and lesson study cycles	Common assessments tied to Science Next Generation Sunshine State Standards and District interims administered Monthly and quarterly

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

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

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The goal for the 2012-2013 FCAT Writing Test is to increase the percentage of the students scoring Levels 3-6 by 4 percentage points to 67%.%			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
63% (33)		67% (35).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 The areas of deficiency as noted on the 2011 administration of the FCAT Writing Test was focus and sentence elaboration. Students lack the ability to effectively utilize organizational strategies to plan for writing using graphic organizers and bringing	.1 During writing instruction, students will create interest by adding supporting details through concrete examples, real life examples, or amazing facts connecting with appropriate transitional words and modifying word choices for ideas	1.1 Administrative Team Reading Coach Writing Teachers Writing Interventionists	1.1 Monitor monthly student writing assessments and progress to determine adjustments to be made. Administration present during common planning Review of lesson plans	1.1 Common planning agenda and sign-in sheets Lesson plans Student writing notebooks/folders Student final products

1	personal stories or memories to life.	and content in logical organizational order where teachers will utilize CRISS strategies such as graphic organizers to bring personal stories or memories to life. 1.1.A Utilize writing assessment data to develop intervention and enrichment groups. 1.1.B Grouped the students heterogeneously according to their ability. 1.1.C Increase vocabulary instruction and the effective use of interactive theme charts/word walls for writing. 1.1.D. Ensure that the writing process is implemented and evident in writer's notebooks, while providing students with descriptive and corrective feedback to help move through the entire five steps of the writing process (plan, draft, revise, edit, and publish) 1.1.F. Implement peer editing activities during the editing element of the writing process.		Review students writing notebooks/folders Review students final products	
2	Students lack the opportunities to read and explore mentor text.	Teachers will read aloud mentor text and model the use of literary techniques displayed in the text.	Teachers Reading Coach	Administer monthly writing prompts and monitor descriptive feedback and adjust as needed.	Monthly Writing Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Mentor Text	Grade 4 Writing Teacher	Reading coach ETO CSS Writing	Grade 4 Teacher	November 2012	Student Writing Samples	Reading Coach Administration
Marvelous Mini Lessons on Conventions	Grade 4 Writing Teacher	Reading Coach	Grade 4 Teacher	December 2012	Student Writing samples	Reading Coach Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 93.98% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for the 2012-2013 school year is to decrease the number of students with excessive

	absences (10 or more), and excessive tardiness (10 or more) by 5.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.98%	93.98
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
181	172
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
65	62

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An anticipated barrier is the increase in the number of unexcused absences due to students not obtaining doctor's notes or notes from parents when absent.	1.1. Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Student Team (TCST) for intervention services. Host Perfect Attendance Celebrations to reward students for perfect attendance on a quarterly basis.	Administrative Team	1.1. Weekly updates to Administration by office staff	Attendance Rosters

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions from 43 to 39.
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
76	68
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
46	41
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack the social skills to support positive behavior decisions.	1.1. Implement the Positive Behavior Support model.	1.1. Administrative Team Counselor PBS Team	1.1. Monitor COGNOS suspension report and PBS Point Reports	1.1. PBS and 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
PBS	All	PBS Team Leader	Grades PK-5	August 2012	PBS Reports	PBS Team Leader Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1:	

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		Our goal for the 2011-2012 school year is to increase the number of parent contacts by 5%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
600		630			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents work schedule make it difficult for them to attend meetings.	1.1. Survey parents for convenient meeting times.	1.1. Administrative Team Community Involvement	1.1. Review parent attendance rosters	1.1. Parent attendance rosters
2	1.2. Parents are hesitant to help children with homework because they need strategies.	1.2. Provide workshops to empower parents to work with their children at home.	1.2. Instructional Coaches Community Involvement Specialist	1.2. Parent Workshop Rosters	1.2. Parent Workshop Rosters

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
Provide workshops to empower parents to work with their children at home.	Pamphlets, Brochures	Title One	\$844.00
			Subtotal: \$844.00
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: \$844.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			The goal is to increase the percent of student scoring Level 3 or higher on the FCAT Science Test from 10% to 20% using activities to enhance Science, technology and mathematics.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited content knowledge in the sciences.	Follow the district's pacing guide to ensure science is taught across all grade levels incorporating Discovery Learning, Gizmos and weekly hands -on experimentation.	Administration Science Coach Science Teachers	Classroom Walkthroughs Weekly Assessments	2013 FCAT Science Test
2	Students lack exposure to real world science.	Expose students to real world science through field trips to the Everglades, Biscayne Nature Center, and Fairchild Tropical Gardens.	Administration Science Coach Science Teachers	Classroom Walkthroughs Weekly Assessments	2013 FCAT Science Test
3	Parent understanding of the importance of science.	Conduct a Science and Math night, to allow parents to see how science is integrated in everyday life.	Administration Science Coach Science Teachers	Classroom Walkthroughs Weekly Assessments	2013 FCAT Science Test

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement the Accelerated Reader program to monitor and track student progress during independent reading.	Student Incentives for the Accelerated Reader Program Cougar Store	EESAC	\$1,500.00
Parent Involvement	Provide workshops to empower parents to work with their children at home.	Pamphlets, Brochures	Title One	\$844.00
				Subtotal: \$2,344.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,344.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used to purchase student incentives.	\$1,500.00

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

The EESAC will monitor the implementation of the School Improvement Plan and plan activities and events to advance the school's academic program.

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 KELSEY L. PHARR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	43%	87%	25%	198	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	55%	36%			91	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?	50% (YES)	37% (NO)			87	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					376	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Dade School District KELSEY L. PHARR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	51%	86%	14%	192	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	47%	43%			90	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?	33% (NO)	43% (NO)			76	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					358	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested