FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAURA C. SAUNDERS ELEMENTARY SCHOOL

District Name: Dade

Principal: M. Denise Ferrarone

SAC Chair: Sheila Creque

Superintendent: Alberto M. Carvalho

Date of School Board Approval: October 12, 2012

Last Modified on: 10/12/2012

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	Margaret D. Ferrarone	Degrees: BS- Elementary Education MS- Technology in Education EdS- Educational Leadership Certifications: Elementary Education (1-6) Educational Leadership	3	13	'12 '11 '10 '09 '08 Years C D C A A L. Gains Rdg. 70 53 58 80 69 L. Gains Mth. 78 48 67 66 67 Low 25% Rdg. 85 70 57 81 62 Low 25% Mth. 93 36 75 70 71 Achv. Lv. Rdg. 85 37 48 87 83 Achv. Lv. Mth. xx 51 60 87 85 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx
		Degrees:			'12 '11 '10 '09 '08 Years C A A A D L. Gains Rdg. 70 69 76 73 51

Assis Principal	Jamila W. Beckford	BS- Elementary Education MS-Educational Leadership Certifications: ESOL Educational Leadership Elementary Education (1-6)	2	2	L. Gains Mth. 78 61 65 68 47 Low 25% Rdg. 85 66 63 67 53 Low 25% Mth. 93 57 75 70 57 Achv. Lv. Rdg. xx 88 89 86 47 Achv. Lv. Mth. xx 84 86 88 47 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Kristen Hernandez	Degree(s) BS- Elementary Education

Certification: Elementary Education (1-6)

Endorsement English for Speakers of Other Languages (ESOL) | 1 | 1 | '12 '11 '10 '09 '08 Years C D C C D L. Gains Rdg. 70 53 58 58 62 L. Gains Mth. 78 48 67 59 70 Low 25% Rdg. 85 70 57 50 61 Low 25% Mth. 93 36 75 61 71 Achv. Lv. Rdg. xx 37 48 57 51 Achv. Lv. Mth. xx 51 60 62 58 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx |
Reading Coach	Jennifer L. Smith	Degrees: BS- Elementary Education Certification: Elementary Education (K-6) ESOL MS- Curriculum & Instruction	3	2	'12 '11 '10 '09 '08 Years C D C C C L. Gains Rdg. 70 53 58 62 65 L. Gains Mth. 78 48 67 59 70 Low 25% Rdg. 85 70 57 50 61 Low 25% Mth. 93 36 75 61 71 Achv. Lv. Rdg. xx 37 48 57 51 Achv. Lv. Mth. xx 51 60 62 58 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx
Science Coach	Navia Gomez	Degrees: BS-Elementary Education Certification: Elementary Education (K-6) ESOL	2	2	'12 '11 '10 '09 '08 Years C D C C D L. Gains Rdg. 70 53 58 58 62 L. Gains Mth. 78 48 67 59 70 Low 25% Rdg. 85 70 57 50 61 Low 25% Mth. 93 36 75 61 71 Achv. Lv. Rdg. xx 37 48 57 51 Achv. Lv. Mth. xx 51 60 62 58 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx
		Degree(s):			'12 '11 '10 '09 '08 Years C D C A A L. Gains Rdg.

| Math Coach | Peter Galera | BS- Elementary Degrees: BS- Elementary Education MS- Reading Education EdS- Educational Leadership Certification: Elementary Education (1-6) Educational Leadership | 3 | 3 | 70 53 58 72 71 L. Gains Mth. 78 48 67 62 76 Low 25% Rdg. 85 70 57 62 59 Low 25% Mth. 93 36 75 54 75 Achv. Lv. Rdg. xx 37 48 83 77 Achv. Lv. Mth. xx 51 60 78 78 AMO Rdg. 29 xx xx xx xx AMO Mth. 38 xx xx xx xx |

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. Recognizes staff's effort through awards and incentives based on data	Leadership Team	October 1, 2012-June 1, 2013	
2	2.Utilize Professional Learning Communities to empower teachers to take leadership roles and share best practices.	Administrators and Instructional Staff	September 29, 2012	
3	3.Provide common planning time amongst grade levels in order to facilitate teamwork.	Administration	August 22, 2012-June 1, 2013	
4	4.Place and monitor university and college interns	Assistant Principal	August 22, 2012-June 1, 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	Teachers will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified.

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
51	9.8%(5)	45.1%(23)	23.5%(12)	21.6%(11)	43.1%(22)	64.7%(33)	11.8%(6)	0.0%(0)	66.7%(34)

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
Michelle Marano	Donna Serrano Laura Heeb	Ms. Marano is successful in training teachers on how to use student data to identify student needs and plan for effectively for instruction; especially in the area of Differentiated Instruction.	1. Introduce the new teacher to everyone and help him/her find places and things.. 2. Help the new teacher to organize and set up the classroom. 3. Observe and give feedback to the teacher about all aspects of teaching. 4. Invite the new teacher to observe in the mentor's room and serve as a peer coach. 5. Share best practices in teaching for all areas. 6. Provide workable ideas for communicating with parents. 7. Find ways to listen to and discuss the new teacher's issues and concerns without judging.

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

Services at Laura C. Saunders Elementary are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. 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 students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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 migrant students.

Title I, Part C- Migrant

Services and support for migrant students and parents at Laura C. Saunders Elementary School are provided by the school. Comprehensive needs assessment of migrant students is conducted by the District Migrant liaison in cooperation with Title I and other programs. This is to ensure that the unique needs of these students are met. Title I funds are utilized to provide supplemental services to students. The services include: After School tutorials, Saturday tutorials, hourly personnel for tutorials and supplemental materials.

Title I, Part D

NA

Title II

Laura C. Saunders Elementary receives supplemental funds from the district 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) at each school focusing on Professional Learning Community (PLC) development and facilitation as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to

implement and/or provide:
•tutorial programs (K-12)
•parent outreach activities (K-12)
•professional development on best practices for ESOL and content area teachers
•coaching sand mentoring for ESOL and content area teachers(K-12)
•reading and supplementary instructional materials(K-12)
•purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

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

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.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

NA

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, elementary counselors, and/or TRUST Specialists.
Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

•Laura C. Saunders Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
•At Laura C. Saunders Elementary School nutrition education, as per state statute, is taught through physical education.
•Laura C. Saunders Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

Parental
Laura C. Saunders Elementary involves parents in the planning and implementation of the Title I Program and extends an

open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and Title I Parental Involvement Monthly Activities report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our MTSS Leadership Team consists of the following:
Administrators
Primary and Intermediate Reading Coaches
Grade Level Chairperson(s) for grades K-5
Curriculum Leaders for Special Areas, ESOL and SPED
Counselor/ Social Worker
Math and Science Coaches
Media Specialist
Microsystems Tech Specialist

The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, ESSAC, etc.)

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

The MTSS Leadership Team will meet monthly in order to:
Administrators-
Monitor academic and behavior data

Primary/Intermediate Reading Coach –
Gather and analyze data to determine PD for faculty
Monitor student progress in order to modify ineffective interventions and maintain effective
Interventions

Counselor/ Social Worker-
Maintain communication with staff for input and feedback

Administrators/ Reading Coaches –
Assist with monitoring and responding to the needs of subgroups
Meet with other Administrators, Coaches, Teachers, etc. (e.g. AP meetings, Reading Coach Meetings, Workshops) in order to organize/coordinate RtI efforts throughout the district

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

The MTSS Leadership team will:
Monitor and adjust the school's academic and behavioral goals through data gathering analysis
Monitor the fidelity of the delivery of instruction and intervention
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.

READING
Baseline Data:
Progress Monitoring and Reporting Network (PMRN)
Florida Comprehensive Assessment Test (FCAT)

Florida Assessment for Instruction in Reading (FAIR)
Comprehensive English Language Learning Assessment (CELLA)

Progress Monitoring:
Progress Monitoring and Reporting Network (PMRN)
FCAT Explorer
Reading Plus
District Interim Assessment

Midyear:
Florida Assessments for Instruction in Reading (FAIR)
FCAT Simulation
Winter Interim Assessment

End of year:
Florida Assessments for Instruction in Reading (FAIR),
Florida Comprehensive Assessment Test (FCAT)
Comprehensive English Language Learning Assessment (CELLA)

MATH AND SCIENCE
Baseline Data:
Florida Comprehensive Assessment Test (FCAT)
District Baseline Assessments

Progress Monitoring:
District Fall Interim Assessment
Monthly Assessments
FCAT Explorer
SuccessMaker

Midyear:
District Winter Interim Assessment
Monthly Assessments

End of year:
Florida Comprehensive Assessment Test (FCAT)

Writing:
Baseline Data:
District Pre-test Narrative and Expository

Progress Monitoring:
Monthly Writing Prompts

Midyear:
District Midyear Narrative and Expository Assessment

End of year:
Florida Comprehensive Assessment Test (FCAT)

Leadership Team Data Analysis Meetings:
FAIR (AP1,AP2,AP3)

PMRN
District Assessments
Monthly Assessments

Behavioral data:
Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to special education programs.

Data analyzed from Baseline, Monthly, Interim and End of Year Assessment will be generated through Edusoft.

Leadership vision and commitment
•SAPSI (Self Assessment of Problem-Solving Implementation)
•Required and non-required plans
Staff
•SAPSI (Self Assessment of Problem-Solving Implementation)
•District/school staff and climate surveys
•Professional Dialogue
Brief interviews with key personnel

Describe the plan to train staff on MTSS.

Administration, teachers, and support staff will be trained on MTSS using the MTSS Training Module online, available through MDCPS professional development, and in PD's at school site. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

Administration, teachers and support staff will analyze data to provide students with necessary academic/behavioral interventions. Student progress in the interventions will be gathered and analyzed to monitor student progress. The MTSS team will make decisions to ensure students' needs are met in an effective manner.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration:
M. Denise Ferrarone, Principal;
Jamila Beckford, Assistant Principal/LEA
Instructional Coaches:
Jennifer Smith, Reading Coach
Navia Gomez, Science Coach
Peter Galera, Math Coach

Media Specialist:
Susan Snow

Department Chairs:
Amanda McDermott: Kindergarten
Michelle Marano: First Grade
Maria Claveria: Second Grade
Laura Kelly: Third Grade
Sheila Creque: Fourth Grade
Sandra Cook: Fifth Grade

SPED Chair:
Vanessa Valverde

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

The purpose of the Reading Leadership Team is to create a reading environment within the school site and foster reading across the curriculum. In order to increase reading literacy, the leadership team will create a plan of action to promote inquiry, dialogue and usage of data to make teaching decisions across the curriculum. The Reading Literacy Team will serve as a catalyst for motivating and promoting success in reading for teachers and students within the school site. The team will meet monthly to assess the status of the LLT action plan.

Instructional Leaders
The Instructional Leaders will align the school's culture and vision with the state focus on literacy achievement across the curriculum. The Instructional Leaders will guide the development of the School Literacy Plan.

Instructional Coaches/Sped Chair
The Instructional Coaches/Chairs will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies. They will facilitate processes such as the examination of student work and the use of data in instructional decision making.

Media Specialist
The Media Specialist will provide the leadership and expertise necessary to ensure that the library media program is an integral part of the instructional program of the school in order to promote literacy across the curriculum.

Grade Level Chairs /Sped Chair
They will serve as liaisons between the administration and the staff to ensure effective communication of the school's literacy goals.

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

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting on-going read alouds in all content area classes, conducting monthly mini-workshops during faculty meetings or on Professional Development days, forming study groups, researching strategies to address the targeted skills, providing materials, resources, assistance to address the concerns, attending workshops/conferences on topic, modeling lessons in classrooms, analyzing and reviewing data, sharing and reporting, revising and analyzing data, and providing incentives for students based on accelerated reader goals (Reader's Rainbow and Million Dollar Word Club).

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/4/2012)

*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.

At Laura C. Saunders Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to identify individual and group needs and to assess in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/processing. The students are assessed utilizing FLKRS. Screening data will be collected and aggregated prior to October 30, 2011.

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

Laura C. Saunders Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including our in-house Pre-Kindergarten program. This process will allow parents and incoming kindergarten students to develop an understanding of our Kindergarten program as well as to facilitate the transition from Pre-K to Kindergarten.

*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

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The Results of the 2012 FCAT 2.0 Reading indicate that 18% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (64)	23% (83)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for grade 3 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Category 2, Reading Application. Students demonstrate a weakness in the ability to read and understand Author's Purpose and Perspective. As well as, identifying main idea/message, relevant details and chronological order. Additionally, the students demonstrate a weakness in identifying cause and effect relationships, theme/topic, text structures, and comparing and contrasting elements, characters, settings, events and problems. Grade 3: 17% 2012 22% 2013	Utilize grade-level appropriate text that includes identifiable author's purpose and author's perspective focusing on the author's feelings. Teach students how to identify main idea, stated or implied, theme/topic, as well as, causal relationships within texts. Use various graphic organizers to assist in the identification of various text structures. Encourage students to ask and answer questions as who, what, when, where, and why to demonstrate understanding of key details/information and events in literature and informational text. Continue the implementation of Differentiated Instruction daily.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0
	The area of deficiency for grade 4 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis/Fiction/ Non-Fiction Students demonstrate a weakness in the ability to identify and interpret	Teach students to identify and interpret elements of story structure within and across texts. Facilitate the students' understanding of character development and character point of view by asking questions about the character's	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and

2	story structures as well as, understanding character development and point of view. Additionally, students demonstrate a weakness in identifying and interpreting descriptive and figurative language. Students also demonstrate a weakness in explaining the purpose of text features. Grade 4: 20% 2012 25% 2013	feelings/attitude. Utilize poetry to identify how an author utilizes descriptive and figurative language to define mood and provide imagery. Use how to articles, brochures, fliers and real–world documents to indentify text features to locate, interpret and organize information. Continue the implementation of Differentiated Instruction daily.		on needs assessment.	Success Maker Summative: 2013 FCAT 2.0
3	The area of deficiency for grade 5 as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4 Informational Text/Research Process These students demonstrate a weakness in the ability to read and organize informational text and text features to perform a task. Additionally, the students demonstrate a weakness in the ability to recognize and understand the characteristics of reliable and valid information. Grade 5: 10% 2012 15% 2013	Use how- to articles, brochures, fliers and real-world documents to identify text features and to locate, interpret and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize a two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational texts to support statements about the text. Continue the implementation of Differentiated Instruction daily.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2010-2011 FCAT Reading assessment indicate that the 8% of students achieving levels 4 & 5proficiency. Our goal for 2011-2012 school year is to increase levels 4 & 5 student proficiency by 2 percentage points to 10%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
8% (32)	10% (40)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas that showed significant levels of proficiency and would require students to maintain or improve performance in grade 3 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application There are minimal enrichment resources for classroom use. Level 4 & 5 Students Grade 3: 8% 2012 10% 2013	Utilize exemplar text to allow students to ask and answer questions to demonstrate understanding explicitly using the text (literary and informational) as the basis for answers. Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning. Utilize the computer-based program Reading Plus and continue the implementation of Reciprocal Teaching. Continue the implementation of Differentiated Instruction daily.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Implement the use of rubrics to assess project based learning. Continue the implementation of Higher Order Thinking Learning Structures	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0
2	The area that showed significant levels of proficiency and would require students to maintain or improve performance in grade 4 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary. There are minimal enrichment resources for classroom use. Level 4 & 5 Students Grade 4: 12% 2012 14% 2013	Teachers should provide students with opportunities to read in all content areas and increase the use of concept/word maps during instruction. Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning. Continue the implementation of Differentiated Instruction daily.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Implement the use of rubrics to assess project based learning. Continue the implementation of Higher Order Thinking Learning Structures through the infusing of questions/tasks throughout reading instruction through common planning and	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0

				coaching. Reading Coach and administration will monitor higher order questions/tasks by reviewing lesson plans and conducting classroom walkthroughs.	
3	The area that showed significant levels of proficiency and would require students to maintain or improve performance in grade 5 as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 Literary Analysis: Fiction/ Non-Fiction. There are minimal enrichment resources for classroom use. Level 4 & 5 Students Grade 5: 6% 2012 8% 2013	Teachers should provide students with opportunities to read in all content areas by increasing the use of Non -Fiction text. Use Project Based Learning and Cooperative Learning to move students from guided learning to independent learning. Teachers should utilize the integration of multimedia presentations to demonstrate knowledge of standards. Continue the implementation of Differentiated Instruction daily.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Implement the use of rubrics to assess project based learning. Continue the implementation of Higher Order Thinking Learning Structures.	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The Results of the 2012 FCAT 2.0 Reading indicate that 70% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percent of students making learning gains 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

70% (173)	75% (185)	

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 percentage of students making learning gains increased by 17 percentage points as noted on the 2012 administration of the FCAT 2.0 Reading Test. 2012: 70% 2011: 53% Limited resources available to rigorously remediate and supplement instruction of the NGSSS.	Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Provide teachers with support in planning and providing differentiated instruction through the coaching cycle (co-planning, modeling, co-teaching, observing, and debriefing).	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Reading Plus and Success Maker Summative: 2013 FCAT 2.0

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The Results of the 2012 FCAT 2.0 indicate that 85% of the students in the lowest 25% percentile made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, and remediation to increase the percent of students in the lowest 25% by 5 percentage points making learning gains 90%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (67)	90% (71).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test , the number of students in the lowest 25% making learning gains increased by 15 percentage points. 2012: 85% 2011: 70% Additional monitoring of the effectiveness and rigor of the interventions utilized is needed.	Utilize Success Maker and Voyager as Intervention for 30 minutes daily Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.	Administrators, Intermediate Reading Coach, and LLT.	Following the FCIM model, the intermediate reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation biweekly. Additionally, review reports of District Baseline Assessment, Interim Assessment, and FAIR data to monitor the progress of the students in the lowest 25 percent. Teachers will consistently maintain data-binders with the most current data for students. Reading Coaches and administration will monitor data binders and grouping of students through classroom walkthroughs.	Formative: Baseline Assessment Interim Assessments FAIR Weekly teacher generated assessments Computer assisted reports from Success Maker Summative: 2013 FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	36	42	49	55	

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.	The results of the 2011-2012 FCAT 2.0 Reading assessment indicates that 24% of Blacks made satisfactory progress . Our goal for the 2012-2013 school year is to increase the

Reading Goal #5B:	reading performance of blacks 9 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:24% (41)	Black: 33% (57)

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	Overall: Lack of exposure to higher-level vocabulary	A school-wide vocabulary program will be implemented during the morning announcements and content areas to expose students to higher-level vocabulary words and jargons.	Reading Coach, Media Specialist	The media specialist will create mini-assessments on a bi-weekly basis for students to submit to the Media Center. Correct responses will be placed in a raffle and students whose names are randomly chosen will be rewarded.	Formative: Vocabulary Mini-Assessment and District Interim Assessments Summative: Results from the 2013 FCAT 2.0 Reading 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 results of the 2012 FCAT 2.0 Reading assessment indicate that 27% of students in the English Language Learner (ELL) subgroup are meeting high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (36)	30% (14)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment the English Language Learner (ELL) subgroup did not make satisfactory progress in reading due to limited language.	Monitor student progress utilizing data. Increase the utilization of effective ESOL strategies (i.e visual aides, graphic organizers, cooperative learning groups)	Administrators, Reading Coach	Results of weekly assessments will be reviewed by grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and reading coach and adjustments to strategies made as needed.	Formative: Vocabulary Mini-Assessment and District Interim Assessments Summative: Results from the 2013 FCAT 2.0 Reading 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 results of the 2012 FCAT 2.0 Reading assessment indicates that 11% of students in the Students with Disabilities (SWD) Subgroup are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the

| | | | percent of students 19 percentage points to 30% (14). |

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (5)	30% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment the Students with Disabilities (SWD) subgroup did not make satisfactory progress in reading due to deficiency in vocabulary development.	Monitor student progress utilizing data. Increase the utilization of effective reading strategies (i.e visual aides, graphic organizers, cooperative learning groups)	Administrators, Reading Coach	Results of weekly assessments will be reviewed by grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and reading coach and adjustments to strategies made as needed.	Formative: Vocabulary Mini-Assessment and District Interim Assessments Summative: Results from the 2013 FCAT 2.0 Reading 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading assessment indicates that 29% of students in the Economically Disadvantaged (ED) Subgroup are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students 7 percentage points to 36% (130).

2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (104)	36% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment the Economically Disadvantages (ED) subgroup did not make satisfactory progress in reading due to limited language.	Monitor student progress utilizing data. Increase the utilization of reading effective strategies (i.e. manipulative, visual aids, picture diagrams, cooperative learning and graphic organizers).	Administrators, Reading Coach	Results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and reading coach and adjustments to strategies made as needed.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Reading assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigorous Differentiated Instruction	K-5	Primary/Intermediate Reading Coach	K-5 Language Arts/Reading Teachers	8/20/12 - Ongoing	Agendas/Weekly Grade Level Planning Sheets	Primary/Intermediate Reading Coach/Administration
Depth of Knowledge (Enrichment)	K-5	Primary/Intermediate Reading Coach	K-5 Language Arts/Reading Teachers	8/20/12 - Ongoing	Student Work/ Classroom Walkthroughs	Primary/Intermediate Reading Coach/Administration
Accelerated Reader	2-5	Reading Coach (s)/Media Specialist	2-5 Language Arts/Reading Teachers	9/28/12	Program Generated Reports	Primary/Intermediate Reading Coach/Administration
Success Maker	K-5	Reading Coach(s) and Media Specialist	K-5 Language Arts/Reading Teachers	8/16/12	Student Work/ Classroom Walkthroughs	Primary/Intermediate Reading Coach/Administration
Rigorous Differentiated Instruction	K-5	Primary/Intermediate Reading Coach	K-5 Language Arts/Reading Teachers	8/20/12 - Ongoing	Agendas/Weekly Grade Level Planning Sheets	Primary/Intermediate Reading Coach/Administration
Reading Plus	K-5	District Provided	K-5 Language Arts/Reading Teachers	8/28/12	Program generated reports	Primary/Intermediate Reading Coach/Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Response Journals for Note-taking and implementing CRISS Strategies	Spiral Notebooks	Title I	$100.00
Utilize classic novels during the reading and enrichment blocks	Novels	Title I	$600.00
			Subtotal: $700.00
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
Create research based center activities that will effectively facilitate students with reading comprehension.	Envelopes, Paper, and Laminating Paper	Parent Teacher Organization (PTO)	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $900.00

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:	CELLA Goal #1: The results of the 2011-2012 CELLA Listening/Speaking portion indicate that 25% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 27%.
2012 Current Percent of Students Proficient in listening/speaking:	
25% (75) Grade K: 3% (2) Grade 1: 29% (14) Grade 2: 38% (20) Grade 3: 7% (3) Grade 4: 30% (13) Grade 5: 52% (23)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The affective factors that play a negative role in strategy acquisition include anxiety, distress, frustration, and resistance. Challenges in this area involve a lack of dominance in the English language.	Provide students with Modeling, Teacher Lead Centers, Use of Illustrations and the Language Experience Approach in order to increase listening skills. Provide students with a print rich environment and exposure to Role Playing, Think Alouds, Repetition and Cooperative Learning Groups in order to enhance speaking skills.	Administrators, Intermediate Reading Coach and LLT	Analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Reading portion indicate that 23% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 25%.
2012 Current Percent of Students Proficient in reading:	
23% (67) Grade K: 0% (0) Grade 1: 12% (6) Grade 2: 40% (21) Grade 3: 9% (4)	

Grade 4: 34% (15)

Grade 5: 48% (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	The affective factors that play a negative role in reading proficiency is lack of fluency and reading comprehension. Challenges in this area involve a lack of English language base including grammar and vocabulary, which hinder students from grasping meaning in reading.	Use how-to articles, brochures, fliers and real-world documents to identify text features, to locate, interpret and organize information. Activating prior knowledge, Making predictions, Question-Answer-Relationship using task cards. Read-alouds, choral reading, Readers theatre, cooperative learning. Focus on key vocabulary. Interactive word-walls, decoding, phonics, and spelling. Think, pair, share	Administrators, Intermediate Reading Coach and LLT	Analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment. Ongoing classroom observations	Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading, Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Writing portion indicate that 21% of students achieved proficiency. Our goal is to increase student proficiency by 2 percentage points to 23%.

2012 Current Percent of Students Proficient in writing:

21% (62)

Grade K: 0% (0)

Grade 1: 20% (10)

Grade 2: 43% (23)

Grade 3: 9% (4)

Grade 4: 31% (13)

Grade 5: 28% (12)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Composing process may be laborious as they struggle to use complex grammar and vocabulary to make their writing more sophisticated.	Provide students with Dialogue Journals, Graphic Organizers, Illustrating and Labeling, Spelling Strategies, Rubrics & Writing Prompts and Samples	Administrators, Intermediate Reading Coach and LLT	Analyze, review, and monitor (formative) assessments. Adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Progress monitoring assessment data reports. Waterford, Reading Plus, STAR Reading,

1				Ongoing classroom observations	Reports generated from FAIR, district interim assessments Summative: Results from the 2013 CELLA Listening/Speaking Assessment.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 30% of students achieved proficiency (Level 3) Our goal for the 2013-2012 school year is to increase the percentage points of students achieving (Level 3) by 3 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (106)	33% (118)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 5 students was Category 2 – Expressions, Equations and Statistics Students demonstrate a weakness in the ability to identify discrete data, solving equations with variables and non-routine problems. Grade 5: 15% 2012 19% 2013	Students will be provided opportunities to use GO Math! And Reflex Math online interventions to provide additional instruction and practice with alternative approaches to understanding operational skills. Infuse word problems and the FOCUS assessments.	Administrators, Math Coach	Results of assessments will be reviewed by teacher and math coach. Reflections on the effectiveness of instruction will take place during weekly planning meetings. Adjustments to instruction and delivery will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Monthly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 13% of students achieved above proficiency (Level 4 & 5) Our goal for the 2013-2012 school year is to increase the percentage points of students achieving above proficiency (Level 4&5) by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (48)	15% (54)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunities to engage in inquiry based projects. There need to be more curricular activities that are driven by the learner's questions rather than the teacher's lessons.	Students will be provided opportunities to use Go Math! and Reflex Math online components for enrichment to provide additional instruction and practice with alternative approaches to understanding measurement and geometry skills. Provide opportunities to build, draw and analyze models that develop measurement concepts and skills through real world experiences.	Administrators, Math Coach	Results of assessments will be reviewed by teacher and math coach. Reflections on the effectiveness of instruction will take place during weekly planning meetings. Adjustments to instruction and delivery will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 78% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the percent of students making learning gains to 3 percentage points to 83%
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (193)	83% (206)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the percentage of students making learning gains increased by 30 percentage points. 2012: 78% 2011: 48% There are minimal enrichment resources available for classroom use and basic math facts.	Students will be provided opportunities to use their understanding in real world contexts using Project Based Learning and Cooperative Learning to move students from guided learning to independent learning. Math Coach and classroom teachers will work collaboratively to create a schedule for the use of secondary benchmarks (based upon current data) to guide the selection of rigorous word problems for journal entry. Implementation of math fact time drills and Reflex math.	Administrators, Math Coach	Results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 93% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation opportunities to increase the percent of students in the lowest 25% making learning gains 2 percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (75)	95% (77)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the number of students in the lowest 25% making learning gains increased by 57 percentage points. 2012: 93% 2011: 36% The increase indicates that students are making appropriate learning gains. Low attendance reflected during the regular term and Saturday School.	Continue the implementation of a pull-out tutorial program for students in the lowest 25% in the area of mathematics Create an attendance incentive program for regular and Saturday school.	Administrators, Math Coach	Results of monthly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed. Monitor daily and weekly attendance.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal for the 2013 school year according to the AMO Target Performance calculation is 48%, which would require a 5 percentage point increase. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 50% of students in the English Language Learner (ELL) subgroup are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the English Language Learner (ELL) subgroup meeting high standards to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (68)	55% (74)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the English Language Learner (ELL) subgroup did not make satisfactory progress in mathematics due to limited language.	Monitor student progress utilizing data. Increase the utilization of effective ESOL strategies (i.e. manipulative, visual clues, picture diagrams, cooperative learning and repetition).	Administrators, Math Coach	Results of weekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 12% of students in the Students with Disabilities (SWD) are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Students with Disabilities (SWD) subgroup meeting high standards to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (6)	30% (14)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An analysis of the 2012 FCAT 2.0 Mathematics assessment shows that the Students with Disabilities (SWD) did not make satisfactory progress in mathematics due to limited basic math skills.	Implementation of an attendance incentive. Implementation of weekly math drills and Reflex math.	Administration, Leadership Team	Daily and weekly attendance monitoring system and monitoring of Reflex program reports.	Formative: Monthly assessments and District Interim data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 45% of students in the Economically Disadvantaged (ED) subgroup are meeting high standards. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged (ED) subgroup meeting high standards to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (161)	49% (175)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment the Economically Disadvantaged (ED) subgroup did not make satisfactory progress due to the lack of English language proficiency, basic math skills and exposure to real world problems.	Increase the utilization of effective strategies which include manipulatives, visual aids, picture diagrams and project based assignments.	Administration, Classroom Teachers, Math Coach	Results of monthly assessments will be reviewed by teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

Rigor in the Mathematics Classroom	Grade K-5th Math	Math Coach	Grade K -5th Math Teachers	8/16/12	Weekly/Bi-Weekly Grade Level Meetings	Administration and Math Coach
Go Math Online Resources	Grade K -5th Math	Houghton Mifflin Harcourt PD Specialists	Grade K -5th Math Teachers	9/18/12	Online Assessment	Administration and Math Coach
Differentiated Instruction During Math Instruction	Grade K-5th Mathematics	Math Coach	Grade K-5th Mathematics Teachers	8/17/12	Small Group Schedule	Administration and Math Coach
Interactive Journals	Grade K-5th Mathematics	Math Coach	Grade K-5th Mathematics Teachers	9/24/12	Walkthroughs	Administration and Math Coach
Gradual Release	Grade K-5th Mathematics	Math Coach	Grade K-5th Mathematics Teachers	10/01/12	Weekly/Bi-Weekly Grade Level Meetings	Administration and 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
Reflex Math	Reflex is a revolutionary, game-based system that helps students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division).	N/A	$3,395.00
			Subtotal: $3,395.00
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: $3,395.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results from the 2010-2011 FCAT Science test indicate 15% of students showed a level 3 proficiency. Our goal for the 2011-2012 school year is to increase 6 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (18)	21% (25)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas where students experience the most difficulty are in Reporting category 1: Nature of Science and Reporting category 3: Physical Science.	Increase the opportunity for authentic hands-on Science experiments that use the scientific method to address the Nature of Science and Physical Science.

In addition, weekly labs will be conducted by a classroom teacher, and a full inquiry lab will be conducted by Science Coach on a weekly basis. | Administrators, Science Coach | Results of bi-weekly assessments will be reviewed by Science Coach and teachers. Adjustments to IFC will be made as needed to provide opportunity for review and reteach. | Formative: Bi-weekly assessments and District Interim Data Reports.

Summative: Results from the 2013 FCAT 2.0 Mathematics assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a: | The results of the 2012 FCAT 2.0 Science Assessment indicate that 4% of the 5th Grade students achieved above proficiency (FCAT Levels 4 & 5)

The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th Grade students achieving above proficiency (FCAT Levels 4 & 5) by 3 percentage points to 7%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 4% (6) | 7% (10) |

	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	The areas where students experience the most difficulty are in Reporting category 1: Nature of Science and Reporting category 3: Physical Science. Students need additional opportunities for inquiry based opportunities that allow for testing of hypothesis, data analysis, explanation of variables and in writing conclusion.	Students in Fifth Grade will be provided with the opportunity to participate in inquiry-based projects in addition to the school-wide Science Fair. Provide an afterschool enrichment, science club with top 25% students in fifth grade who scored a level 4 or higher on their Reading and Math FCAT 2.0 from the previous school year that incorporates the STEM initiative.	Science Coach	Results of bi-weekly assessments will be reviewed by teachers to ensure progress. Adjustments to curriculum focus will be made as needed. Interactive journals will be used with fidelity giving students the opportunity to infuse writing and vocabulary in scientific process. District Interim Data reports will be reviewed by administrators and math coach and adjustments to strategies made as needed.	Formative: Bi-weekly assessments and District Interim Data Reports. Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

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
1	N/A	N/A	N/A	N/A	N/a

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

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

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

Implementing and Creating Lessons with Rigor in Science	K-5th Grade Science	Science Coach	K-5 Science Teachers	8/16/12	Classroom Walkthroughs/ Science Curriculum Logs	Science Coach and Administration
Data and Differentiated Instruction in the Classroom	5th Grade Science	Science Coach	3-5 Science Teachers	8/17/12	Classroom Walkthroughs/ Science Curriculum Logs	Science Coach and Administration
Sally Ride	K-5th Grade Science	Science Coach	K-5 Science Teachers	9/26/12 & 10/3/12	Classroom Walkthroughs/ Science Curriculum Logs/Home Learning Assignment	Science Coach and Administration
Gizmos Virtual Labs	3rd -5th Grade Science	Mario Junco, Gizmos Representative	3-5 Science Teachers	Ongoing (Provided through MDCPS)	Interim/ Benchmark Assessments	Science Coach and Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Hands-on activities	Lab supplies	EESAC	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The Results of the 2012 administration of the FCAT Writing indicates that 72% of the students achieved FCAT level 3.0 or higher. Our Goal for the 2012-2013 school year is to increase the level of proficiency by 3 percentage points to 75% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (74)	75% (77)
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	An analysis of the 2012 FCAT writing indicated the area of deficiency was elaboration and conventions. Students demonstrated a weakness in utilizing conventional spelling of sight words, capitalizing words correctly, using appropriate ending punctuation including periods, and using subject/verb and noun/pronoun in simple and compound sentences within their writing pieces.	Students will be exposed to mentor text and, through explicit instruction and independent practice, students will engage in the writing process through the use of Writer's Notebooks, 2012 anchor papers and FCAT writing rubric. Students will practice the writing process with an emphasis on the support and conventions elements through editing and revising their work. Students will be guided in self-editing, work in pairs and groups to peer edit, and confer with the teacher in one-on-one conferencing. Fourth grade teachers will utilize exemplar papers and anchor sets to enhance writing instruction. Administration and reading coach will monitor the use of mentor texts used to enhance writing instruction across all grade levels by reviewing lesson plans and conducting classroom walkthroughs.	Assistant Principals, Intermediate Reading Coach Members of the LLT	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Reading Coach and administration will monitor rigorous writing instruction by conducting classroom walkthroughs and reviewing student work folders/lesson plans. Conferences with students in grade 4 will be conducted twice a month by the Reading Coach and Asst. Principal. Reading Coach and Principal will monitor writing progress through reviewing student data and conferencing logs.	Students' scores on 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
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writes 2.0 Digging Deeper	Grades 4 Language Arts	Region	Grades 4 Language Arts Teachers	9/17/12	Student writing samples/ Classroom Walkthroughs	Administration/ Intermediate Reading Coach
ETO Elementary Writing	Grades 4 Language Arts	Region	Grades 4 Language Arts Teachers	9/26/12	Student writing samples/ Classroom Walkthroughs	Administration/ Intermediate Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance level decreased slightly from 95.08% during 2011 – 2012 to our current level of 94.4%. Our goal for the 2012-2013 school year is to increase attendance to 94.9% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel safe and

			successful.		

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.4% (740)	94.9% (744)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
263	250

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
139	132

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	An anticipated barrier to increasing the attendance rate may be attributed to student truancy caused by a lack of intrinsic motivation to attend school.	1.1. In order to positively impact student attendance, a myriad of strategies and interventions will be implemented within the school, the classroom, and at the individual level. A school wide incentive plan utilizing an attendance raffle and grade level competitions will be used continuously to motivate students to attain the overall school attendance goal. At the classroom level, teacher created At the individual level, parents will be contacted by the classroom teacher and a Connect Ed message from the school will be implemented as an intervention for students with excessive absences. School Based Leadership Team will implement a frequently scheduled program of recognition and reward for meeting attendance goals that includes all members of the school community. In order to address these anticipated environmental factors, students and parents	Strategies and interventions will be closely monitored by administration	Daily review of attendance rate and ongoing quarterly review of attendance data (i.e. excused/unexcused absences, tardies).	The percentage of overall student attendance monthly.

will be provided with information on how to prevent the spread of germs. Wellness Videos aired throughout the year, health updates provided, and posters displayed throughout the school will promote good hygiene and reduce the spread of disease within the school community. Classroom teachers will also address hygiene within the classroom.

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 number of students receiving In-School and Out-Of-School Suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
234	211
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
121	109

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	An anticipated barrier to decreasing the amount of students who receive In-School suspensions during the 2012-2013 school year is the amount of collaboration time between all stakeholders involved.	In order to decrease the amount of students who receive In-School suspensions during the 2012-2013 school year a school-wide Discipline Committee will to utilize incentives to increase students' positive behavior.	Strategies and interventions will be monitored by the administrative team and the Discipline Committee.	Monitor COGNOS report on student suspension rates.	COGNOS suspension report.
2	An anticipated barrier to decreasing the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year may be the lack of student motivation to adhere to the Student Code of Conduct.	In order to decrease the amount of students who receive Out-Of-School suspensions during the 2012-2013 school year, the character education curriculum will continue to be utilized to increase student's positive behavior.	Strategies and interventions will be monitored by the administration team and the Discipline Committee	Monitor COGNOS report on student suspension rates.	COGNOS suspension report.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

	Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM	
STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities in STEM activities.	To provide students with more opportunities to participate in STEM related activities. (Lego Mindstorms) Science coach will model the use of STEM and its components in science lab and in the afterschool enrichment program.	Science Coach	Data from school-based assessments and District Interim Assessments	Formative: Bi-weekly Benchmark assessments and District Interims. Summative: 2013 FCAT 2.0 Science assessment
2	Students have limited opportunities in STEM activities.	To provide students with more opportunities to participate in STEM related activities. (STEMulous Package) Math coach will model the use of STEM and its components in science lab and in the afterschool enrichment program.	Math Coach	Data from school-based assessments and District Interim Assessments	Formative: Bi-weekly Benchmark assessments and District Interims. Summative: 2013 FCAT 2.0 Science assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What is STEM?	3-5 Math & Science	Science Coach Math Coach	3-5 Math & Science Teachers	Monthly Meetings	Classroom Walkthroughs	Administration, Science Coach, Math Coach

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	Reading Response Journals for Note-taking and implementing CRISS Strategies	Spiral Notebooks	Title I	$100.00
Reading	Utilize classic novels during the reading and enrichment blocks	Novels	Title I	$600.00
				Subtotal: $700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Reflex Math	Reflex is a revolutionary, game-based system that helps students of all ability levels to develop instant recall of their basic math facts (addition, subtraction, multiplication, and division).	N/A	$3,395.00
				Subtotal: $3,395.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Create research based center activities that will effectively facilitate students with reading comprehension.	Envelopes, Paper, and Laminating Paper	Parent Teacher Organization (PTO)	$200.00
				Subtotal: $200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase Hands-on activities	Lab supplies	EESAC	$300.00
				Subtotal: $300.00
				Grand Total: $4,595.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̶n̶ Priority	j̶n̶ Focus	j̶n̶ Prevent	j̶n̶ NA

Are you a reward school: j̶n̶ Yes j̶n̶ No

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

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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.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District LAURA C. SAUNDERS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	51%	92%	20%	200	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	53%	48%			101	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?	70% (YES)	36% (NO)			106	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					407	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District LAURA C. SAUNDERS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	60%	77%	18%	203	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	58%	67%			125	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?	57% (YES)	75% (YES)			132	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					460	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested