

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SEMI NOLE ELEMENTARY SCHOOL

District Name: Dade

Principal: Lourdes A. Lopez

SAC Chair: Anne Palacio

Superintendent: Alberto M. Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------|------------------|--|------------------------------|--------------------------------|---|
| Principal | Lourdes A. Lopez | Bachelor of Arts in Elementary Education, Florida International University; Master of Science in Teaching English to Speakers of Other Languages, University of Miami; Educational Specialist in Educational Leadership, Florida International University Certification: Elementary | 3 | 14 | '12 '11 '10 '09 '08 School Grade A(12) A('11) A('10)A('09) A('08) AMO High Standards Rdg. 61('12) 88('11) 82('10) 83('09) 76('08) High Standards Math 67('12) 87('11) 81('10)83('09) 72('08) Lrng Gains-Rdg. 65('12) 65('11) 72('10)73('09) 78('08) Lrng Gains-Math 56('12) 57('11) 56('10)76('09) 65('08) Gains-Rdg-25% 69('12) 51('11) 67('10)64('09) 74('08) Gains-Math-25% 75('12) 55('11) 68('10)68('09) 67('08) |

| | | | | | |
|-----------------|-------------|--|---|---|---|
| | | Education, ESOL (K-12) , Educational Leadership | | | |
| Assis Principal | Belkis Puns | Bachelor of Arts in Elementary Education, Florida International University; Master of Science in Educational Leadership K-12, Nova Southeastern University. Certification: Elementary Education, Reading Endorsement | 1 | 1 | '12 '11 '10 '09 '08 School Grade A(12) A('11) A('10)A('09)On Leave('08) AMO High Standards Rdg. 70('11 91('11)89('10) 86('09) On Leave('08) High Standards Math 69('11)92('11) 90('10) 88('09) On Leave('08) Lrng Gains-Rdg. 73('11)69('11) 71('10)73 ('09) On Leave('08) Lrng Gains-Math 75('11)69('11) 69('10)74 ('09) On Leave('08) Gains-Rdg-25% 63('11)68('11) 61('10)65 ('09) On Leave('08) Gains-Math-25% 81('11)75('11) 67('10)63 ('09) On Leave('08) |

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 | Ileana Oria | Bachelor of Arts in Primary and Elementary Education, Certification: Elementary Education, Primary Education, ESOL Endorsement, National Board Certified | 23 | 4 | '12 '11 '10 '09 '08 School Grade A(12) A('11) A('10)A('09) A ('08) AMO High Standards Rdg. 61('12)88('11) 90('10) 86('09)76('08) High Standards Math 67('12) 87('11) 89 ('10)90('09)81('08) Lrng Gains-Rdg. 65('12)65('11) 78('10)76 ('09) 51('08) Lrng Gains-Math 56('12) 57('11) 51('10)73 ('09) 54('08) Gains-Rdg-25% 69('12) 51 ('11) 72('10)80 ('09) 40('08) Gains-Math-25% 75('12) 55('11) 55('10)76 ('09) 70('08) |

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. Teachers will collaborate within learning communities. | Grade Level/Dept. Chairperson | August 2012- June 2013 | |
| 2 | 2. Nominate beginning teachers to serve in school committees. | Principal | August 2012- June 2013 | |
| 3 | 3. Encourage teachers to apply for National Board Certification. | Principal | August 2012- June 2013 | |

Non-Highly Effective Instructors

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

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

| | |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| 0 Out of Field 0 Less than Effective | N/A |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 38 | 0.0%(0) | 10.5%(4) | 52.6%(20) | 36.8%(14) | 36.8%(14) | 100.0%(38) | 2.6%(1) | 10.5%(4) | 81.6%(31) |

Teacher Mentoring Program/Plan

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

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Seminole Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and

special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) 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) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs

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

Title X- Homeless

Community Involvement Specialist will provide resources (clothing, school supplies, and social services referrals) for students identified as homeless.

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- Seminole Elementary will offer non-violence and anti-drug program to students that incorporate field trips and counseling.
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors.
- 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

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Seminole Elementary will implement Career Day to expose students to the various career options.

Job Training

N/A

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area 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 school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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. This impacts our goal to empower parents and build their capacity for involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

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

- School reading, math, and science
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker

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

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

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-

solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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

The Leadership Team will:

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

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

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

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

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

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

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

1. The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The MTSS Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The MTSS Leadership Team will provide levels of support and interventions to students based on data.

4. The MTSS Leadership Team will consider data the end of year Tier 1 problem solving.

Using the above-mentioned strategies, the MTSS/RTI Leadership Team will meet with the school's administration to discuss the problem solving process in the development and implementation of the School Improvement Plan (SIP) and share ideas with the School Advisory Council (SAC). The team will provide data for the student population and all subgroups including Tier 1, 2, and 3 students to help set clear expectations for explicit and rigorous instruction. The team will address social and emotional needs among the student population, as needed.

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.

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students

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

2.Managed data will include:

Academic

•FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory

•Oral Reading Fluency Measures

Voyager Checkpoints

•Voyager Benchmark Assessments

•Baseline Benchmark Assessments

•Success Maker Utilization and Progress Reports

•Interim assessments

•State/Local Math and Science assessments

•FCAT

•Student grades

•School site specific assessments

Behavior

•Student Case Management System

•Detentions

•Suspensions/expulsions

•Referrals by student behavior, staff behavior, and administrative context

•Office referrals per day per month

•Team climate surveys

•Attendance

•Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1.Training for all administrators in the MTSS/RtI problem solving, data analysis process;

2.Providing support for school staff to understand basic MTSS/RtI principles and procedures; and

3.Providing a network of ongoing support for MTSS/RtI organized through feeder patterns

Additionally, the school will provide Professional Development (PD) to teachers during common planning time. Small sessions will also take place throughout the year through faculty meetings. The MTSS/RtI team will evaluate additional staff PD needs during monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

School-Based Literacy Leadership Team

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. To describe the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach, please address the following:

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the MTTS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

The team consists of the following qualified professionals:

Lourdes A. Lopez, Principal
Belkis Puns, Assistant Principal
Ileana Oria, Reading Coach
Ana Fraga, Mathematics Liaison
Grade Level Representatives
Barbara Bryant (SPED)
Ana Fraga (ELL)
Ernesto Morejon (Gifted)
John Siddons, Counselor

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which will meet at least once a month.

What process will the principal use to form and maintain a Reading Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Reading Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal will select team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often.

The LLT will maintain a connection to the school's Response to Intervention process by using the MTTS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

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

The major initiative of the LLT this year will be to maintain focus on our goals across all disciplines and adjust instruction, as needed to exhaust our resources with the goal to increase student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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 an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Seminole Elementary School offers a Pre-K Program. The VPK program is designed to prepare four-year-old students for kindergarten. The VPK program provides each child an opportunity to perform better in school. This first-rate program includes high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class size, and one qualified instructor and paraprofessional.

Establish the "Transition to Kindergarten" annually to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the directors of neighborhood centers.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

| | |
|---|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by seven percentage point to 32 %. |
|---|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25 % (66) | 32 % (85) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5. | For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines | Administration Reading Coach | Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction. In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed. | Formative: Classroom Assessments, Interim Assessments Summative: 2013 FCAT 2.0 |

| | | | |
|--|---|--|--|
| | <p>moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.</p> | | |
|--|---|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. | The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 34% of students achieved Level 4 and Level 5 proficiency. Our goal for the 2012-2013 school year is to |
|--|---|

| | |
|------------------------------------|--|
| Reading Goal #2a: | increase Level 4 and Level 5 student proficiency by three percentage point to 37%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 34 % (91) | 37 % (98) |

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5. | <p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.</p> <p>For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries,</p> | Administration Reading Coach | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|---|--|--|
| | poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. | | |
|--|---|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | The results of the 2011-2012 FCAT Reading Test indicate that 65% of students made learning gains. Our goal for the 2012-2013 school year is to increase achievement in learning gains by five percentage points to 70%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 65 % (98) | 70 % (105) |

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 |
|---------------------|----------|---|---|-----------------|
|---------------------|----------|---|---|-----------------|

| | | | | |
|--|--|---|---|--|
| <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5.</p> | <p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.</p> <p>For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides</p> | <p>Administration Reading Coach</p> | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |
|--|--|---|---|--|

| | | | |
|--|--|--|--|
| | <p>imagery. Note how authors use figurative language such as similes, metaphors, and personification.</p> <p>Enrichment activities using Depth of Knowledge should be embedded in lessons to promote higher order thinking and expand on anticipated barriers.</p> | | |
|--|--|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|---|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> | <p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 69% of the Lowest 25% students made learning gains. Our goal for the 2012-2013 school year is to increase the Lowest 25% students achieving learning gains by five percentage points to 74 %.</p> |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 69 % (26) | 74 % (28) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|--|
| | <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary</p> | <p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> | <p>Administration Reading Coach</p> | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction.</p> | <p>Formative: Classroom Assessments, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

1

Analysis Fiction/Non-Fiction for grade 4 and 5.

The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.

For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.

| | | | | | | |
|--|-----------|--|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Reading Goal # Our goal is to decrease by 50% the non-proficient students from the Baseline from 2011 to the administration of the 2017 FCAT 2.0. 5A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 59 | 63 | 66 | 70 | 74 | |

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

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 61% of the Hispanic students made Annual Measureable Objectives (AMO) in Reading. Our goal for the 2012-2013 school year is to increase the percentage of Hispanic students achieving satisfactory progress by 12 percentage points to 73%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Hispanic: 61% (157) | Hispanic: 73% (188) |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|
| The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5. | For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts. For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" | Administration Reading Coach | Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction. In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed. | Formative: Classroom Assessments, Interim Assessments Summative: 2013 FCAT 2.0 |

| | | | | | |
|---|--|---|--|--|--|
| 1 | | <p>Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?"</p> <p>Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.</p> | | | |
|---|--|---|--|--|--|

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

| | |
|--|--|
| <p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p> | <p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 52% of the English Language Learner students made Annual Measurable Objectives (AMO) in Reading. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learner students achieving satisfactory progress by 16 percentage points to 68%.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>52% (50)</p> | <p>68% (65)</p> |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|---|
| | <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary</p> | <p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> | <p>Administration Reading Coach</p> | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction.</p> | <p>Formative: Classroom Assessments, Interim Assessments Summative: 2013 FCAT 2.0</p> |

| | | | |
|---|--|--|--|
| 1 | <p>Analysis Fiction/Non-Fiction for grade 4 and 5.</p> | <p>The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.</p> <p>For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.</p> <p>For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.</p> | <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> |
|---|--|--|--|

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

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 38% of the Students with Disabilities (SWD) made Annual Measureable Objectives (AMO) in Reading. Our goal for the 2012-2013 school year is to increase the percentage of Students with Disabilities achieving satisfactory progress by 14 percentage points to 52%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38% (11) | 52% (15) |

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5. | <p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.</p> <p>For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to</p> | Administration Reading Coach | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|--|--|--|
| | locate, interpret and organize information. For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. | | |
|--|--|--|--|

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 2011-2012 FCAT 2.0 Reading Test indicate that 61% of the Economically Disadvantaged made Annual Measureable Objectives (AMO) in reading. Our goal for the 2011-2012 school year is to increase the percentage of Economically Disadvantaged achieving satisfactory progress in 2012-2013 by 10 percentage points to 71%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 61% (148) | 71% (173) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|---|
| | The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application for grade 3, Reporting Category 3 - Literary Analysis Fiction/Non-Fiction for grade 4 and 5. | For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and | Administration Reading Coach | Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using graphics, literary analysis of fiction/non-fiction. In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed. | Formative: Classroom Assessments, Interim Assessments Summative: 2013 FCAT 2.0 |

1

chronological order. Provide practice in identifying topics and themes within texts.

For Grade 4, teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

For Grade 5 Use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---------------------------|----------------------------------|--|--|---|---|
| Reading Plus | 3-5 Language Arts/Reading | Assistant Principal | K-5 Teachers | September 10, 2012 Ongoing | Reports from Computer Assisted Program | Administration Reading Coach |
| SuccessMaker | K-5 Language Arts/Reading | Assistant Principal | K-5 Teachers | September 10, 2012 Ongoing | Reports from Computer Assisted Program | Administration Reading Coach |
| FAIR | K-5 Language Arts/Reading | Reading Coach | K-5 Teachers | September 10, 2012 Ongoing | Progress Monitoring Reading Network (PMRN) and FAIR Assessments | Administration Reading Coach |
| Differentiated Instruction for the Language Arts/Reading Block | K-5 Language Arts/Reading | Reading Coach | K-5 Teachers | September 10, 2012 Ongoing | Differentiated Instruction Group Schedules | Administration Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Differentiated Instruction | Crosswalk | Title I | \$1,414.80 |
| | | | Subtotal: \$1,414.80 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$1,414.80 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| | |
|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
| 1. Students scoring proficient in listening/speaking. CELLA Goal #1: | The results of the 2011-2012 CELLA Test indicate that 41% of the students are proficient in Listening and Speaking. Our goal for the 2012-2013 school year is to reduce the percentage of students not achieving proficiency in Listening and Speaking. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |

41 % (103)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | <p>Deficiency as noted on the 2012 administration of the CELLA Listening Test was answering using correct grammar and Speaking Test was using correct subject/verb agreement and the use of irregular verbs correctly.</p> | <p>Listening -The teacher should demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task. Teacher-led groups are the most common configuration used in classrooms today. They include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.</p> <p>Speaking - Implementing Total Physical Response (TPR) Teachers should interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak. The student responds to commands with actions.</p> <p>Using simple and direct language. Monitor and adapt speech to ELL students: In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the</p> | <p>Administration Reading Coach</p> | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on speaking skills such as, figurative language, similes, metaphors, etc.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments, Summative: 2013 CELLA</p> |

students' level of understanding of English.

Activate and/or Build Prior Knowledge for Reading Selection
Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

Focus on Key Vocabulary for Reading Understanding
When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.

Decoding - Analyzing text in order to identify and understand individual words.

Phonics -Figuring out the written code. The letter/sound relationships in language, and also the relationship of spelling patterns to sound patterns. Spelling - spelling that is in the standard or correct form for written document.

Reciprocal Teaching should be used to teach comprehension strategies: summarizing, questioning, clarifying and predicting.

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 Test indicate that 31% of the students are proficient in Reading. Our goal for the 2012-2013 school year is to reduce the percentage of students not achieving proficiency in Reading

2012 Current Percent of Students Proficient in reading:

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 in grades 3 through 5 as noted on the 2012 administration of the CELLA Reading Test was Reading and Literary Analysis Fiction/Non-Fiction. | <p>Activate and/or Build Prior Knowledge for Reading Selection Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.</p> <p>Focus on Key Vocabulary for Reading Understanding When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.</p> <p>Decoding - Analyzing text in order to identify and understand individual words.</p> <p>Phonics - Figuring out the written code. The letter/sound relationships in language, and also the relationship of spelling patterns to sound patterns. Spelling - spelling that is in the standard or correct form for written document.</p> <p>Reciprocal Teaching should be used to teach comprehension strategies: summarizing, questioning, clarifying and predicting.</p> | Administration Reading Coach | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on reading application using the NGSSS benchmarks.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments,</p> <p>Summative: 2013 CELLA</p> |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA Test indicate that 33% of the students are proficient in Writing. Our goal for the 2012-2013 school year is to reduce the percentage

of students not achieving proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

33 % (84)

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 | Deficiency as noted on the 2012 administration of the CELLA Writing Test was organizing ideas and using correct grammar/punctuation. | <p>Writing – Using graphic organizers should be used. A one-page form with blank areas for the student to fill in with related ideas and information. Some organizers are very specific; others can be used with many topics. For the most part, the information on a graphic organizer could just as easily be filled in on a form or written as a list. The organizer gives the student another way to see the information. Some of the organizers allow for the information to be written or drawn. This allows students with different levels of language proficiency used.</p> <p>Students should use the writing process: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.</p> | Administration Reading Coach | <p>Ongoing monitoring of formative assessments data will be implemented with administrative team focusing on writing skills and the writing process.</p> <p>In addition, sharing of resources, to ensure grade levels implement strategies to increase achievement and demonstrate progress, as needed.</p> | <p>Formative: Classroom Assessments,</p> <p>Summative: 2013 CELLA</p> |

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 35% of students achieved Level 3 proficiency. Our goal for the 2012--2013 school year is to increase Level 3 students proficiency by eight percentage point to 43%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 35 % (93) | 43 % (115) |

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | | | |
|---|--|---|----------------|--|---|
| | | differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams. | | | |
| 2 | The area of deficiency in grade 5 as noted on the 2012 administration of the FCAT Science Test was Physical Science. | <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p> <p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.</p> <p>Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p> <p>Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.</p> | Administration | <p>Conduct grade level discussions with administrative team to share resources, review student assessment data in order to make necessary adjustments to ensure that NGSSS are addressed and supported throughout the curriculum.</p> <p>Ongoing review of lesson plans to ensure link between classroom instruction and real world science experiments.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 4 and Level 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 and Level 5 student proficiency by four percentage points to 34%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30 % (81) | 34 % (91) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|---|--|--|
| | <p>which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, give students opportunities to develop mathematics concepts by engaging them in higher order thinking skills related to mathematics instruction.</p> <p>I.e. Provide contexts for mathematical exploration and the development of student understanding of number and operations. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations.</p> | | |
|--|---|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 56% of students made learning gains. Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by ten percentage points to 66 %. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

56 % (84)

66 % (99)

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, give students opportunities to develop mathematics concepts by engaging them in higher order thinking skills related to mathematics instruction.</p> <p>I.e. Provide contexts for mathematical exploration and the development of student understanding of number and operations.</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|---|--|--|
| | Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations. | | |
|--|---|--|--|

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 |
|---------------------|----------|---|---|-----------------|
| No Data Submitted | | | | |

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

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 75 % of the lowest 25% students made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% students achieving learning gains by five percentage points to 80 %. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 75 % (24) | 80 % (26) |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|
| The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills. Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction | Administration | Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics. Discussion of resources, and review student assessment data to ensure progress is being made and adjust | Formative: Classroom Assessments and Interim Assessments Summative: 2013 FCAT 2.0 |

| | | | | | |
|---|--|--|--|-------------------------|--|
| 1 | | <p>equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, students should be provided with opportunities to understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects to gain foundations for multiplication.</p> | | instruction, as needed. | |
|---|--|--|--|-------------------------|--|

| | | | | | | |
|--|-----------|--|-----------|-----------|-----------|-----------|
| 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 is to decrease by 50% the non-proficient students from the Baseline from 2011 to the administration of the 2017 FCAT 2.0. 5A : | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

| | | | | | | |
|--|----|----|----|----|----|--|
| | 65 | 68 | 72 | 75 | 78 | |
|--|----|----|----|----|----|--|

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 67% of the Hispanic students made Annual Measureable Objectives (AMO) in Mathematics. Our goal for the 2011-2012 school year is to increase the percentage of Hispanic students achieving satisfactory progress in 2012-2013 by 12 percentage points to 79%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Hispanic: 67% | Hispanic: 79% |

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category - Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|--|--|--|
| | <p>data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, students should be provided with opportunities to understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects to gain foundations for multiplication.</p> | | |
|--|--|--|--|

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

| | |
|--|---|
| <p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p> | <p>The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 62% of the English Language Learner students made Annual Measureable Objectives (AMO) in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learner students achieving satisfactory progress by 15 percentage points to 77%.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>62% (60)</p> | <p>77% (74)</p> |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|---|
| | <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5.</p> | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area</p> | <p>Administration</p> | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | | | |
|---|--|---|--|--|--|
| 1 | | <p>and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, students should be provided with opportunities to understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects to gain foundations for multiplication.</p> | | | |
|---|--|---|--|--|--|

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

| | |
|---|---|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p> | <p>The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 52% of the Students with Disabilities (SWD) made Annual Measureable Objectives (AMO) in Reading. Our goal for the 2012-2013 school year is to increase the percentage of Students with Disabilities achieving satisfactory progress by 8percentage points to 60%.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>52% (15)</p> | <p>60% (17)</p> |

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 | <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5.</p> | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, students should be provided with opportunities to understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | |
|--|---|--|--|
| | to gain foundations for multiplication. | | |
|--|---|--|--|

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 66% of the Economically Disadvantaged made Annual Measureable Objectives (AMO) in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged achieving satisfactory progress by 12 percentage points to 78%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 66% (161) | 78% (190) |

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 in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5. | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between</p> | Administration | <p>Ongoing reviews of formative assessment data reports with administrative team will focus on fractions, geometry & measurement and expressions, equations & statistics.</p> <p>Discussion of resources, and review student assessment data to ensure progress is being made and adjust instruction, as needed.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | | |
|--|--|--|--|--|
| | | <p>continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, students should be provided with opportunities to understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects to gain foundations for multiplication.</p> | | |
|--|--|--|--|--|

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 |
|---|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Differentiated Instruction during the mathematics instructional block | K-5 | Assistant Principal | K-5 Teachers | September 10, 2012 Ongoing | Classroom Walkthroughs | Administration |
| Successmaker | K-5 | Assistant Principal | K-5 Teachers | September 10, 2012 Ongoing | Leadership Team Meetings | Administration |
| Best Practices in Next Generation Sunshine State Standards | 3-5 | Assistant Principal | 3-5 Teachers | September 10, 2012 Ongoing | Classroom Walkthroughs | Administration |
| Common Core State Standards | K-2 | Assistant Principal | K-2 Teachers | September 10, 2012 Ongoing | Classroom Walkthroughs | Administration |

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|--|--|---|---|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. | | On the 2012 administration of the FCAT Science Test, 46% of the students achieved proficiency (FCAT Level 3). The expected level of performance for the 2012-2013 is to increase student proficiency Level three by three percentage points to 49%. | | | |
| Science Goal #1a: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 46 % (42) | | 49% (45) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | The area of deficiency in grade 5 as noted on the 2012 administration of the FCAT Science Test was Physical Science. | Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in | Administration | Conduct grade level discussions with administrative team to share resources, review student assessment data in order to make necessary adjustments to ensure that NGSSS are addressed and supported throughout the curriculum. Ongoing review of lesson plans to ensure link between classroom instruction and real world science experiments. | Formative: Classroom Assessments and Interim Assessments Summative: 2013 FCAT 2.0 |

| | | | | |
|---|--|--|--|--|
| 1 | <p>Physical Science.</p> <p>Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p> <p>Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.</p> | | | |
|---|--|--|--|--|

| | | | | |
|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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 |
| No Data Submitted | | | | |

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a: | On the 2012 administration of the FCAT Science Test, 10% of the students achieved above proficiency (FCAT Levels 4 and 5). The expected level of performance for 2012-2013 school year is increase student proficiency Levels 4 and 5 by one percentage points to 11%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 10 % (9) | 11% (10) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | <p>The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5.</p> | <p>Students will participate in activities to develop their understanding of exploration and inquiry mathematics skills.</p> <p>Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Use the properties of equality to solve numerical and real world situations; and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Construct and analyze line graphs and double bar graphs; and differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.</p> <p>In addition, give students opportunities to develop mathematics concepts by engaging them in higher order thinking skills related to mathematics</p> | Administration | <p>Conduct grade level discussions with administrative team to share resources, review student assessment data in order to make necessary adjustments to ensure that NGSSS are addressed and supported throughout the curriculum.</p> <p>Ongoing review of lesson plans to ensure link between classroom instruction and real world science experiments.</p> | <p>Formative: Classroom Assessments and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p> |

| | | | | |
|--|--|--|--|--|
| | instruction. I.e. Provide contexts for mathematical exploration and the development of student understanding of number and operations. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations. | | | |
|--|--|--|--|--|

| | | | | |
|--|----------|---|---|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Gizmos | K-5 | Gizmo Representative/District PD | 3-5 Teachers | September 10, 2012 Ongoing | Grade Level Planning Sessions | Administration |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |

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

End of Science Goals

Writing Goals

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

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

| | |
|---|---|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a: | Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency FCAT Level 3.0 or higher to 80%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 78 % (54) | 80 % (56) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|--|---|---|---|
| | As noted on the administration of the 2012 FCAT Writing Test, students lack the necessary organization and revising skills in writing narrative and expository essays. | <p>Prewriting</p> <p>Determine purpose and audience as to:</p> <ul style="list-style-type: none"> • communicate, • write a compare & contrast/or a cause & effect paragraph, • write a problem solution paragraph, • inform, • entertain • and persuade. <p>Use organizational strategies to make a plan for writing such as:</p> <ul style="list-style-type: none"> • telling or sharing personal stories or memories out loud, • graphic organizers • linear organizers | Administration Reading Coach | <p>Administer and score monthly writing prompts to monitor students' progress and to adjust focus instruction, as needed.</p> <p>Administer the District Pre/Post Writing Test to monitor student progress.</p> | <p>Formative: Monthly Writing Baseline Assessment Mid-Year Assessment</p> <p>Summative: 2013 FCAT 2.0</p> |

- a timeline,
- storyboards,
- drawing simple pictures,
- KWL chart,
- logs,
- and answering essential questions.

Drafting

Have students utilize drafting techniques to sustain writing by:

- developing a pre-writing plan to create a picture,
- describing the main idea topic and experiences, characters, setting, problem, events, solution, and ending,
- applying personal narrative genre characteristics,
- Creating lists of sensory words, rhyming words, words with multiple meanings, idioms, surprising language, words with high impact similes, alliteration, etc..., to assist in writing,
- using a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end,
- sequencing ideas in a logical manner using transitional words or phrases
- using effective lead and a statement of the opinion or position,
- using supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts),
- writing daily to increase writing fluency.

Revising

Have students use revising/editing charts, teacher conferencing, or peer editing by:

- evaluating a draft for the use of ideas and content,
- rearranging words, sentences, and paragraphs,
- creating clarity by using combination sentence structures (e.g. simple compound) to improve sentence fluency,
- adding supporting

details (Show Not Tell),

- substituting active verbs for common verbs

- revising specific words for general words,
- circling spelling approximations to correct during editing,
- using two or three lines of dialogue between characters,
- using appropriate grabbers and endings,
- deleting repetitive text,

responding to other writers and receiving feedback on writing using TAG (T-telling something you like, A-asking a question, G-giving a suggestion) or PQS (P-praise for something liked, Q-question a part of the writing to assist with clarity, S- suggest a way to assist with improvement).

Editing Language Conventions

Use revising/editing chart and conferencing with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences by:

- using left to right progression and sequencing,
- utilizing conventional spelling of sight words and spelling patterns, and then apply to other spelling generalizations
- correctly spelling approximations previously circled,
- capitalizing the first word in each sentence,

- completing sentences with correct capitalization including proper nouns, names and the proper noun I,
- using ending punctuation including periods, questions marks and exclamation points, apostrophes, commas, colons, quotations to assist with creating voice within a writing piece,
- using subject/verb and noun/pronoun agreement in simple and compound sentences

| | | | |
|--|--|--|--|
| | within the writing piece, including present/past tense agreement, subjective/objective pronouns, and plurals or irregular nouns. | | |
|--|--|--|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| Writing Instruction | 1-5 | Reading Coach | 1-5 Teachers | October 8, 2012 Ongoing | Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction. | Administration Reading Coach |

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

| | |
|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal #1: | Our goal for the 2012-2013 school year is to increase attendance to 96.6% by minimizing absences and excessive tardies due to illnesses and truancy. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 96.1% (530) | 96.6%(532) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 136 | 129 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 122 | 116 |

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 | Truancy increased by 1% percentage point from the previous year. The deficiency is due to the lack of parental involvement and support of the daily schedule. | In order to prevent a pattern of non-attendance, students will be identified and referred to Counselor, Social Worker and Assistant Principal for services and support. In order to prevent a pattern of non-attendance, students will be identified and referred to Counselor, Social Worker and | Administration Counselor | Daily/Weekly attendance reports. | Attendance rosters |

Assistant Principal for support, as needed..

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

| | |
|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | Our goal for the 2012-2013 school year is to decrease the total number of in-school and out-of- school suspensions. |
| 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 |
| 0 | 0 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 0 | 0 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | There is a need for additional opportunities to recognize students for positive behavior and discussion of Code of Student Conduct through in-class lessons. | The administrators and faculty will utilize the student Code of Conduct by providing recognition and maintaining ongoing communication with parents. The SPOT Success Recognition and Do the Right Thing program will be utilized to promote and recognize positive behaviors. | Administration Counselor | Implement Discipline Plan and Code of Student Conduct on a daily basis. Monitor suspension reports monthly to review and provide support, as needed. | SPOT for Success logs Do the Right Thing logs Monthly 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: | | Title I - See PIP | | |
| <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | |
| Title I - See PIP | | Title I - See PIP | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
|---|--|--|---|--|--|
| 1. STEM | | The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% of students achieved Level 4 and Level 5 proficiency. | | | |
| STEM Goal #1: | | The results of the 2011- 2012 FCAT Science Test, 10% of the students achieved above proficiency (FCAT Levels 4 and 5). | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | The area of deficiency in grades 3 through 5 as noted on the 2012 administration of the FCAT 2.0 Mathematics | Students will be involved in the preparing and submitting Youth Fair projects and | Administration | Ongoing review of lesson plans to ensure link between classroom instruction and real world science | Youth Fair Entries Science Fair Participation Fairchild Garden |

| | | | | |
|---|---|--|---------------------|---|
| 1 | <p>Test was Reporting Category - Fractions for grade 3, Reporting Category – Geometry & Measurement for grade 4 and Expressions, Equations & Statistics in grade 5.</p> <p>The area of deficiency in grade 5 as noted on the 2012 administration of the FCAT Science Test was Physical Science.</p> | <p>participating in the School-Wide Science Fair and the Fairchild Garden Challenge to increase their knowledge in the areas of Science, Technology, Engineering and Mathematics (STEM).</p> | <p>experiments.</p> | <p>Challenge Entries</p> <p>2013 FCAT 2.0</p> |
|---|---|--|---------------------|---|

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

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

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

STEM Budget:

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

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 | Differentiated Instruction | Crosswalk | Title I | \$1,414.80 |
| | | | | Subtotal: \$1,414.80 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| | | | | Grand Total: \$1,414.80 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|--|------------|
| The proposal for the utilization of EESAC funds is to be used for school supplies such as ink, printers and hardware needs such as bulb for projectors or any other deemed by EESAC. | \$2,520.00 |

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

The School Advisory Council (SAC) has an important function for the success of Seminole Elementary School. Listed below are some of the functions of the SAC.

- Reach out to community to obtain more partners

- Organize FCAT Family Night Events/Workshop(s)
- Sponsor drives along with the Parent Teacher Association to increase parental involvement
- Assist the school to create and analyze school climate surveys for parents and students
- Monitor the implementation of the School Improvement Plan

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

| Dade School District SEMINOLE ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 88% | 87% | 99% | 73% | 347 | 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 | 65% | 57% | | | 122 | 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? | 51% (YES) | 55% (YES) | | | 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 | | | | | 575 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Dade School District SEMINOLE ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 90% | 89% | 93% | 74% | 346 | 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 | 78% | 51% | | | 129 | 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? | 72% (YES) | 55% (YES) | | | 127 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 602 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |