

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: DR. CARLOS J. FINLAY ELEMENTARY

District Name: Dade

Principal: Cecilia Sanchez

SAC Chair: Maria Bianca Alonso

Superintendent: Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/12/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Cecilia C. Sanchez	BS - Elementary Education from Florida International University MS – Master's of Science in Educational Leadership from Nova Southeastern University	6	16	'12 '11 '10 '09 '08 School Grades A A A A A High Standards Rdg 77% 94% 90% 81% 76% High Standards Math 81% 95% 87% 78% 77% Lrng Gains-Rdg. 70% 77% 77% 73% 71% Lrng Gains-Math 80% 74% 77% 57% 79% Gains-Rdg-25% 71% 77% 72% 65% 77% Gains-Math-25% 100% 88% 76% 55% 73%
Assis Principal	Elena Octala	BS - Elementary Education from Florida International University MS – Master's of Science in Educational Leadership from Nova Southeastern University	8	8	'12 '11 '10 '09 '08 School Grades A A A A A AMO Progress High Standards Rdg 77% 94% 90% 81% 76% High Standards Math 81% 95% 87% 78% 77% Lrng Gains-Rdg. 70% 77% 77% 73% 71% Lrng Gains-Math 80% 74% 77% 57% 79% Gains-Rdg-25% 71% 77% 72% 65% 77% Gains-Math-25% 100% 88% 76% 55% 73%

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Maria V. Del Castillo	BS – Bachelor of Science in Elementary Education & Early Childhood MS – Elementary Education	12	12	'12 '11 '10 '09 '08 School Grades A A A A A AMO Progress High Standards Rdg 77% 94% 90% 81% 76% High Standards Math 81% 95% 87% 78% 77% Lrng Gains-Rdg. 70% 77% 77% 73% 71% Lrng Gains-Math 80% 74% 77% 57% 79% Gains-Rdg-25% 71% 77% 72% 65% 77% Gains-Math-25% 100% 88% 76% 55% 73%

## 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. Facilitate Professional Development Workshops	Principal, Assistant Principal, Lead Teacher/PD Liaison	June 07, 2013	
2	2. Provide opportunities for Professional Development through Professional Learning Communities in collaboration with Ready Schools Miami and the University of Florida	Principal, Assistant Principal, Lead Teacher/PD Liaison, Teacher Leaders	June 07, 2013	
3	3. Provide access to field students/student interns through our Professional Development relationship with Florida International University	Principal, Assistant Principal, Lead Teacher/PD Liaison, Reading Coach	June 07, 2013	
4				

## 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	Not applicable

## 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
37	0.0%(0)	2.7%(1)	54.1%(20)	43.2%(16)	51.4%(19)	81.1%(30)	8.1%(3)	21.6%(8)	81.1%(30)

## 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
Alina Díaz	Not Applicable	Not Applicable	Not Applicable
Kamila Lillie-Johnson	Not Applicable	Not Applicable	Not Applicable

## 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

Dr. Carlos J. Finlay Elementary provides services to ensure that students requiring additional remediation are assisted through extended learning opportunities, such as our after school tutorial programs. The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are also provided to students. The Leadership Team including the Reading Coach 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. Other components that are integrated into the school-wide program include maintaining a professional development relationship with Florida International University, and providing special support services to our special needs populations. The partnership with Florida International University provides us with resources in the form of university students who work with primary students in reading through a program called "America Reads". In addition, the Florida International University's Elementary Education Program students provide us with a Community Literacy Program, which is a tutorial program that targets students in the primary grades who exhibit deficiencies in their reading skills.

Title I, Part C- Migrant

Dr. Carlos J. Finlay Elementary does not service a migrant community; as such, we have no special services or programs for a migrant population. However, 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.

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Title III funds are used at Dr. Carlos J. Finlay Elementary to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide tutorial programs such as the "Title III Tutorial Academy". This after school tutorial program targets all levels of ELL students as well as Level 5 students that have

been exited within the past two years. Students receive instruction in the areas of Reading, Math, and Science in their home language.

Title III funds are also utilized for the following:

Parent outreach activities (PK-12)

Professional development on best practices for ESOL and content area teachers

Coaching and mentoring for ESOL and content area teachers(PK-5)

Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (PK-5, RFP Process)

The above services will be provided should funds become available for the 2011-2012 school year and should the FLDOE approve the application.

#### Title X- Homeless

Not Applicable

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Not Applicable

#### Nutrition Programs

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

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

Not Applicable

#### Career and Technical Education

Not Applicable

#### Job Training

Not Applicable

#### Other

Dr. Carlos J. Finlay will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling of Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. With the assistance of our Community Involvement Specialist, Dr. Carlos J. Finlay Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, and monthly parental involvement activities, with flexible times to accommodate our parents and their work schedules. This impacts our goal to empower and build their capacity and level of involvement.

In addition, Dr. Carlos J. Finlay Elementary, will complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as

documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results will be used to assist us with revising our Title I parental documents for the following school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. Administrator(s) who will ensure commitment and allocate resources; Teacher(s) and Coaches who share the common goal of improving instruction for all students; and team members who will work to build staff support, internal capacity, and sustainability over time.
2. Dr. Carlos J. Finlay'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 coaches, and school psychologist
  - Special education personnel
  - School guidance counselor
  - School psychologist
  - School social worker
  - Member of advisory group
  - Community stakeholders
3. Dr. Carlos J. Finlay's 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 that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
  - The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

The following steps will be considered by Dr. Carlos J. Finlay'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 MTSS/RtI Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:  
What will all students learn? (Curriculum based on standards)  
How will we determine if the students have learned? (Common assessments)  
How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, and assist in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

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

## MTSS Implementation

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

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

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

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT

• Student grades

• School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

Dr. Carlos J. Finlay's school-based Literacy Leadership Team (LLT) will be comprised of :

Principal: Cecilia Sanchez

Assistant Principal/ SPED Chairperson: Elena Octala

Lead Teacher/ELL Chairperson: Bianca Alonso

Reading Coach: Maria Del Castillo

Media Specialist: Stella Tariche

Counselor: Maria Escoto

Primary Chairperson: Laura Suarez

Intermediate Reading Chairperson: Suzanne Fernandez

Intermediate Writing Chairperson: Dr. Kamila Lillie-Johnson

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

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

The Principal and Assistant Principal will promote the vision for increased school-wide literacy across all content areas by being active participants in all of the Literacy Leadership Team meetings and activities. The Principal and Assistant Principal will meet with teachers at the beginning of the school year in order to discuss data results obtained for their classes on the Benchmark Baseline Assessments and provide necessary resources to the Literacy Leadership Team. The Reading Coach will also serve as a member for the LLT and share her expertise in reading instruction, assessments and observational data to assist the team in making instructional and programmatic decisions. The Reading Coach will also work with the LLT to ensure fidelity of the implementation of the K-12 CRRP and promote a spirit of collaboration within the Literacy Leadership Team. The Reading Coach will create a school-wide focus on literacy and reading achievement by establishing model classrooms and conferencing with teachers and administrators. The teachers will identify a "smart goal" for the class based on data results. The teachers and administrators will meet again after the administration of the Interim Assessments to discuss the progress individual teachers have made toward achieving their classroom goals. The Literacy Leadership Team (LLT) meetings will be conducted on a monthly basis and/or as needed. During these meetings, the LLT will conduct data chats in order to identify any areas in which they can provide the teachers with additional resources to meet student needs. Additionally, the Reading Coach will provide teachers with assistance in the form of modeling lessons and providing additional reading resources in order to meet the needs of each individual student as identified in the Florida Assessments for Instruction in Reading (FAIR). The instructional coaches will assist teachers by providing supplemental materials that can be implemented for focus lessons. The instructional coach will also help with the process of grading, recording, and charting student scores. Professional development needs will be assessed and facilitated for all faculty and staff. Grade Chairpersons will conduct weekly meetings and/or one-on-one collaboration with grade-level colleagues to discuss assessment results, student progress, and any areas of concern per grade level. Classroom teachers' lesson plans, data binders, and assessment folders will be utilized to provide evidence of instruction, assessment, and differentiated instruction to address individual student needs. Special attention will be given to special needs populations such as neglected and delinquent students.

The Leadership Team will:

1. Monitor Reading Data and evaluate progress by addressing the following important questions:

What will all students learn? (Curriculum based on standards)

How will we determine if the students have learned? (Common assessments)

How will we respond when 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 to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular LLT meetings.

4. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions as it relates to reading improvement and achievement.

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

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

7. Create a collaborative environment that fosters sharing and learning.

8. Encourage the use of data to improve teaching and student achievement.

9. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The major initiatives of the Literacy Leadership Team (LLT) will be to:

1. Continue the effective implementation of the Common Core Standards in grades K – 5 by creating and providing Lesson Studies that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
2. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout and across subject areas.
3. to continue developing and implementing a school-wide writing plan. This writing plan will provide a more cohesive approach to writing instruction across the grade levels and within each of the grades within our school. It will build upon successful strategies and practices already in place, while incorporating common graphic organizers that students will utilize on a regular basis, thus ensuring their familiarity and mastery of its use and application to improve their narrative and expository writing skills. In addition, the writing plan will have a spiral design. This will provide each grade level with a common building block to utilize as they begin their writing instruction. Establishing and monitoring the development of professional learning communities in order to build literacy development among all staff members. Additional activities to support this goal will include modeling best practices, attending literacy workshops/conferences, and implementing Florida's Continuous Improvement Model.

## Public School Choice

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

### \*Elementary Title I Schools Only: Pre-School Transition

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

This year our school acquired two Pre-Kindergarten classes from the Head Start Program. Housing this early childhood program at our school provides us with the unique opportunity of being able to communicate with the Head Start teachers more frequently about the expectations for Kindergarten readiness and about the students' behavior in general. At the same time, these students will be better acclimated to our school environment and daily routines, making the transition into Kindergarten practically seamless. In order to assist other preschool students transitioning from early childhood programs outside of our school to local elementary school programs, we conducted several site visits to Early Learning Centers within our school boundaries. While meeting with our contact person at each site, it was communicated that students entering Kindergarten were having the most difficulty in the areas of "Letter Name and Sound Knowledge" and "Phoneme Blending" as indicated by the results obtained from the first administration of the Florida Assessments for Instruction in Reading (FAIR). Each contact person at these Early Childhood Programs was encouraged to communicate this to their teachers, as well as the students' parent in order to better prepare the students for Kindergarten. Additionally, our school distributed flyers to these Early Childhood Centers announcing a Kindergarten Transition Meeting for Parents. At the meeting, conducted at our school site on two separate dates, parents received the 'Transition to Kindergarten-A Handbook for Parents 2012-2013' provided by the Office of Early Childhood Programs, and were also told about the expectations for students entering Kindergarten.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*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:	Reading Goal #1A:  The results of the 2012 FCAT 2.0 Reading Assessment indicate that 30% (72) of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 3 to 33% (79), an increase of 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(72)	33%(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	1.1. According to the results of the 2012 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Third Grade was Reporting Category 2 - Reading Application.	1.1. Students will be provided with opportunities to practice determining explicit ideas and information in grade-level text, including, but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.  Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.  Consistent opportunities to justify answers by going back to the text for support will be given to students.  Graphic organizers will be implemented in class to facilitate the students' ability to understand patterns and summarize the main points.  Students will analyze the author's perspective, choice of words, style and technique to understand how these elements influence the meaning of the text.	1.1. Administrators, Reading Coach and LLT	1.1. Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Reading Application.  Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	1.1. Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.  Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.  Summative: 2013 FCAT 2.0 Reading Assessment

		Students will be given the opportunity to identify the text structure an author uses (eg. Compare/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.			
2	1.2. According to the results of the 2012 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Fourth Grade was Reporting Category 3 - Literary Analysis: Fiction/Non Fiction.	<p>Teach students to identify and interpret the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction, within and across texts.</p> <p>Provide practice for students in understanding 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, idiomatic, and figurative language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, symbolism, and personification.</p>	Administrators, Reading Coach and LLT	Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Literary Analysis: Fiction and Nonfiction. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	<p>Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.</p> <p>Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
3	According to the results of the 2012 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Fifth Grade was Reporting Category 4 - Informational Text/Research Process.	<p>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>Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable.</p> <p>Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.</p> <p>Use non-fiction articles and editorials for instruction. Use a two-column note to list</p>	Administrators, Reading Coach and LLT	Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Informational Text/Research Process. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies	<p>Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.</p> <p>Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

	conclusions and supporting evidence to teach.		
--	---	--	--

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 45% (108) of students achieved a Level 4 – 5 proficiency.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4 -5 proficiency to 46% (110) percentage points, an increase of 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(108)	46%(110)

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
	Upon more extensive analysis of the 2012 FCAT 2.0 Reading Assessment results, the area of greatest difficulty for this year's 4th Grade was in Reporting Category 2 - Reading Application.	Students will 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.  Students will use complex text and incorporate text dependent questions.  Students will use strategies to identify author's perspective in	Administrators, Reading Coach and LLT	Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Reading Application. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.  Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports:

1		<p>text. Students will focus on what the author thinks and feels.</p> <p>Main idea may be stated or implied. Students should be able to identify a correct summary statement.</p> <p>Students should be able to identify causal relationships embedded 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 and across texts.</p>			<p>SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>Upon more extensive analysis of the 2012 FCAT 2.0 Reading Assessment results, , the area of greatest difficulty for this year's 5th Grade was Reporting Category 3 - Literary Analysis: Fiction/Non Fiction.</p>	<p>Students will use biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts.</p> <p>Students will use complex text and incorporate text dependent questions.</p> <p>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> <p>Students will use FCAT 2.0 Reading Task Cards to create individual questions related to Literacy Analysis.</p>	<p>Administrators, Reading Coach and LLT</p>	<p>Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Literary Analysis: Fiction and Nonfiction. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.</p>	<p>Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.</p> <p>Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results for the 2012 FCAT 2.0 Reading Assessment indicate that 70% (115) of the students made learning gains.  Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5% percentage points to 75% (123).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(115)	75%(123)

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	Following a data analysis of the 2012-2013 Expected Level of Performance for SIP Goal chart, it was determined that the reporting category that was in need of improvement is Reporting Category 3: Literary Analysis: Fiction/Nonfiction	<p>Following the Florida Continuous Improvement Model (FCIM), the following strategies will be implemented throughout the school year in order to address the Anticipated Barrier:</p> <p>Teach students to identify and interpret elements of story structure within and across texts.</p> <p>Help students understand character development, character point of view by asking higher order questions related to the character.</p> <p>Use poetry to practice identifying how authors use figurative language such as similes, metaphors, and personification.</p> <p>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</p>	Administrators, Reading Coach and LLT	<p>Following the FCIM model, the reading coach and teachers will review ongoing classroom assessments and activities that focus on students' knowledge of Literary Analysis: Fiction/Nonfiction.</p> <p>Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.</p>	<p>Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.</p> <p>Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

	<p>organize information.</p> <p>Use Focus Websites/Florida Achieves to provide students with practice answering comprehensive questions related to each benchmark.</p> <p>Utilize computer-based programs such as Reading Plus, Accelerated Reader, and SuccessMaker for Reading.</p> <p>The Literacy Leadership Team will monitor the progress of these students by running technology-based reports, Baseline and Interim Assessment reports in order to meet with the teachers to devise strategies to improve proficiency levels.</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 for the 2012 FCAT 2.0 Reading Assessment indicate that 71% (28) of the students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5% percentage points to 76% (30).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (28)	76% (30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>4a.1. The results of the 2012 FCAT 2.0 Reading Assessment indicate that 71% of the students in the lowest 25% made learning gains.</p> <p>Students need additional opportunities to consistently use computer research-based programs as an intervention strategy.</p>	<p>4a.1. Utilize the computer-based programs, Reading Plus, Success Maker, and Accelerated Reader on a weekly basis as an intervention to increase student fluency, vocabulary, and comprehension skills.</p>	<p>4a.1. Administrators, Reading Coach, LLT, MTSS/RtI Team</p>	<p>4a.1. Technology usage will be monitored by instructional and administrative teams through Reading Plus, SuccessMaker and Accelerated Reader computer-generated reports.</p>	<p>4A.1. Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery .</p> <p>Formative: Weekly computer - generated reports: SuccessMaker, Reading Plus, and Accelerated Reader</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal for 2011 - 2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79	81	83	85	87	

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>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results for the 2012 FCAT 2.0 Reading Assessment indicate that 77% (182) of the Hispanic population made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 assessment test is to increase the level of performance in the Hispanic population from 77% (182) to 82% (194) making satisfactory progress..</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (182)	82% (194)

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>According to the results of the 2012 FCAT 2.0 Reading Assessment, the area of greatest difficulty for Hispanic students was</p>	<p>5B.1. Teaching reading strategies that help students determine meanings of words by using context clues.</p>	<p>5B.1. Administrators, Reading Coach, LLT, MTSS/RtI Team</p>	<p>5B.1. Ongoing classroom assessments and activities that focus on students' knowledge of word meaning and</p>	<p>5B.1. Teachers will utilize informal and formal assessments on a weekly to biweekly</p>



1	Reporting Category 1 - Vocabulary.	Increase student awareness of familiar base words and affixes to determine meanings of unfamiliar complex words.		relationships. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students instructional deficiencies.	basis to ensure that students are meeting mastery .  Formative: Weekly computer - generated reports: SuccessMaker, Reading Plus, and Accelerated Reader  Summative: 2013 FCAT 2.0 Reading Assessment
2	5B.2. According to the results of the 2012 FCAT 2.0 Reading Assessment, another area of difficulty for Hispanic students was Reporting Category 2 - Reading Application.  Students demonstrate difficulty in utilizing text and interpreting information in order to answer comprehension questions.	5B.2. Students will use grade level appropriate text that includes identifiable author's purpose and perspective. Students should be able to identify casual relationships embedded in the text and depict the main idea whether it is stated or implied. Students should be familiar with text structures and identify topics and theme within and across texts.  Students will revisit the passage in order to answer questions pertaining to text.  Students will compare/contrast elements of a story within a single or multiple text.	5B.2. Administrators, Reading Coach, LLT, MTSS/RtI Team	5B.2. Ongoing classroom assessments focusing on students' ability to interpret and utilize various text in order to answer comprehensive questions as it pertains to reading applications and concepts.  Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies	5B.2. Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery .  Formative: Weekly computer - generated reports: SuccessMaker, Reading Plus, and Accelerated Reader  Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Reading Goal #5C:  The results for the 2012 FCAT 2.0 Reading Assessment indicate that 66% (44) of the English Language Learner population made satisfactory progress.  Our goal for the 2013 FCAT 2.0 assessment test is to increase the level of performance in the English Language Learner population from 66% (44) to 77% (51) making satisfactory progress..
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (44)	77% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1. According to the results of the 2012 FCAT 2.0 Reading Assessment, the greatest area of	5C.1. Students will determine explicit ideas and information in grade level text, including but	5C.1. Administrators, Reading Coach, LLT, MTSS/RtI	5C.1. Ongoing classroom assessments focusing on students' ability to interpret and utilize	5C.1. Teachers will utilize informal and formal assessments on a

1	<p>difficulty for English Language Learners was Reporting Category 2 - Reading Application.</p> <p>Students demonstrate difficulty in utilizing text and interpreting information in order to answer comprehension questions.</p>	<p>not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.</p> <p>Students will identify cause and effect relationships in text.</p>	Team	<p>various text in order to answer comprehensive questions as it pertains to reading applications and concepts.</p> <p>Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.</p>	<p>weekly to biweekly basis to ensure that students are meeting mastery.</p> <p>Formative: Weekly computer - generated reports: SuccessMaker, Reading Plus, and Accelerated Reader</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
---	---	--	------	--	---

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	<p>Reading Goal #5D:</p> <p>The results for the 2012 FCAT 2.0 Reading Assessment indicate that 31% (12) of the Students with Disabilities population made satisfactory progress.</p> <p>Our goal for the 2013 FCAT 2.0 assessment test is to increase the level of performance in the Students with Disabilities population from 31% (12) to 71% (28) making satisfactory progress.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (12)	71% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The anticipated barrier for our SWD students' is their lack of basic fundamental reading skills, such as decoding, phonetic awareness, fluency, and reading comprehension.	5D.1. Development of intervention programs that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies.	5D.1. Administrators, Reading Coach, LLT, MTSS/RtI Team	<p>5D.1. Review of FAIR data reports to monitor student progress in reading application and vocabulary. Intervention program through the implementation of SuccessMaker.</p> <p>Analysis of computer-generated data reports from SuccessMaker to monitor student progress.</p> <p>Review of Interim Data to align instruction through guided reading and differentiated instructional groups.</p>	<p>5D.1. Printout of FAIR data reports, monitoring student progress through the use of the SuccessMaker program, and Interim data reports.</p> <p>Formative: District Baseline and Interim Assessments, computer-assisted programs generated reports: SuccessMaker and Accelerated Reader</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

	Reading Goal #5E:
--	-------------------

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results for the 2012 FCAT 2.0 Reading Assessment indicate that 72% (146) of the Economically Disadvantaged Student population made satisfactory progress.  Our goal for the 2013 FCAT 2.0 assessment test is to increase the level of performance in the Economically Disadvantaged population from 72% (146) to 78% (158) making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (146)	78% (158)

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. An anticipated barrier for our ED students is their lack of natural and relevant exposure to experiences and real world situations outside of their present environment which inhibits their ability to make connections when reading.	5E.1. Through the use of Discovery Education, students will be exposed to a myriad of environmental and cultural situations that will expand their prior knowledge and allow them to have more meaningful interactions while reading.  On a weekly basis, students in the intermediate grades, are responsible for identifying and summarizing current events.	5E.1. Administrators, Reading Coach, LLT, MTSS/RtI Team.	5E.1. Teacher observations of students' responses in open-ended dialogs discussing topics observed on Discovery Education videos. Students use their recall skills to summarize information learned.	5E.1. Formative: Written summaries and reflections of videos observed through Discovery Education and current event assignments
2	5E.2. Inability to access and use technological resources, such as computers from home, leading to a lack of readiness and inability to support the curriculum being taught at school.	5E.2. Provide students access to computers at the school site before and after regular school hours.	5E.2. Administrators, Reading Coach, LLT, MTSS/RtI Team.	5E.2. Attendance log	5E.2. School-developed Technology Progress Monitoring Card for each student

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
Discovery Education	K-5	Discovery Education Trainer	Reading/Language Arts Teachers	November 2012	Formal and Informal classroom observations	Principal, Assistant Principal
Implementation of Common Core Standards	K-5	Assistant Principal and Reading Coach	Reading/Language Arts Teachers	September 2012 – May 2013	Formal and Informal classroom observations	Principal, Assistant Principal

SuccessMaker Reading for Tier II Interventions	3-5	SuccessMaker Trainer	Reading/Language Arts Teachers, Reading Coach, Lead Teacher, Intervention Teacher	Fall 2012	Computer Logs	Principal, Assistant Principal
--	-----	----------------------	---	-----------	---------------	--------------------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use real-world documents to identify text features	Periodicals/Magazines	EESAC	\$1,800.00
Implement intervention program to ensure proficiency in Reading Application	Paraprofessional Support	Title I	\$3,000.00
Reading Tutorial Program	Hourly Teachers	Title I	\$1,000.00
Implement intervention program to ensure proficiency in Reading Application	Hourly Teacher	Title I	\$5,000.00
			Subtotal: \$10,800.00
			<b>Grand Total: \$10,800.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA Goal #1: The results for the 2012 CELLA Assessment indicate that 55% (122) of the students taking the CELLA Assessment Level A1 and Level B1 scored at the proficiency level in the areas of Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
55% (122)	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Following a data analysis of the 2012 CELLA Assessment, it was determined that the anticipated barrier was Vocabulary.	1.1. Incorporate more opportunities in the classroom for ELL students to use the Language Experience Approach in reading whereby instruction is based on activities and stories developed from personal experiences of the learner.  Provide students with opportunities to conduct meaningful language practice through teacher-led groups, teacher-student-modeling, and cooperative learning.	1.1. Administrators, Reading Coach and LLT	1.1. Following the FCIM model, the reading coach, ELL Chairperson/Lead Teacher and teachers will review ongoing classroom assessments and activities that focus on students' Listening and Speaking Skills. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	1.1. Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.  Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.  Summative: 2013 CELLA Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results for the 2012 CELLA Assessment indicate that 33% (72) of the students taking the CELLA Assessment Level A1 scored at the proficiency level in the area of Reading.

2012 Current Percent of Students Proficient in reading:

33% (72)

#### 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	Following a data analysis of the 2012 CELLA Assessment results, it was determined that an anticipated barrier for ELL students to gain proficiency was Reading Application.	Develop an intervention program that will be implemented throughout the school day in order to provide services to those students in need of small group and one on one intervention to address academic deficiencies.  Vary the complexity of assignments (Differentiated Instruction (DI))  Provide students with the opportunity to continuously develop	Administrators, Reading Coach and LLT	Following the FCIM model, the reading coach, ELL Chairperson/Lead Teacher and teachers will review ongoing classroom assessments and activities that focus on students' Reading Skills. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.  Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated

	their reading skills through the use of graphic organizers to identify story elements, semantic mapping, and vocabulary word analysis, etc.			reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.  Summative: 2013 CELLA Assessment
--	---	--	--	---

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

3. Students scoring proficient in writing.  CELLA Goal #3:	CELLA Goal #3:  The results for the 2012 CELLA Assessment indicate that 33% (74) of the students taking the CELLA Assessment Level A1 scored at the proficiency level in the area of Writing.
--	---

2012 Current Percent of Students Proficient in writing:

33% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Following a data analysis of the 2012 CELLA Assessment results, it was determined that an anticipated barrier for ELL students to gain proficiency was their inability to write paragraphs which include a topic sentence, supporting details, and relevant information.	3.1 Students will be given ample opportunities to develop their knowledge of the conventions of writing, as well as the correct organizational patterns to be used in various methods of writing.	3.1. Administrators, Reading Coach and LLT	3.1. Following the FCIM model, the reading coach, ELL Chairperson/Lead Teacher and teachers will review ongoing classroom assessments and activities that focus on students' Listening and Speaking Skills. Teachers will use Student Achievement Data in order to create flexible, differentiated instructional groups to target students' instructional deficiencies.	3.1. Teachers will utilize informal and formal assessments on a weekly to biweekly basis to ensure that students are meeting mastery in this area.  Formative: FAIR, weekly teacher generated assessments, quarterly computer assisted programs generated reports: SuccessMaker, Reading Plus, Accelerated Reader and Ticket to Read.  Summative: 2013 CELLA Assessment

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
Implement intervention program to reinforce English-Language acquisition.	Paraprofessional Support	Title I	\$2,000.00
Title III Tutorial Academy	Hourly Teachers	Title III	\$4,500.00
Implement intervention program to reinforce reading application skills	Hourly Teacher	Title I	\$1,000.00
			Subtotal: \$7,500.00
			Grand Total: \$7,500.00

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 2010-2011 FCAT 2.0 Mathematics Test indicate that 34% (97) of students achieved Level 3 Proficiency.  Our goal for the 2011-2012 school year is to maintain the level of proficiency of Level 3 student at 34% (97) points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (97)	34% (97)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Mathematics Test was Number: Base Ten and Fractions.  A deficiency in the Number: Base Ten and Fractions reporting category is due to non-mastery of basic multiplication and division facts, which would allow for more expeditious problem-solving necessary to solve multi-step problems.	1.1 Provide students with multiple opportunities on a weekly basis to participate in mathematics drills, in order to increase their computational skills. Acquisition of this skill would facilitate the students' ability to solve more complex problems involving fractions.	1.1. Rtl, Principal and Assistant Principal Math Coach	1.1. Review formative assessment data reports to ensure progress is being made and instruction is being adjusted as needed.  Conduct grade level meetings to obtain teacher feedback on effectiveness of instruction.	1.1. Formal and informal assessments including Pre-tests, Post-Tests, and Interim Assessments  Formative: District Baseline and Interim Mathematics Assessments.  Summative: FCAT 2.0 2012

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



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 2010-2011 FCAT 2.0 Mathematics Test indicate that 56% (159) of students achieved proficiency (Level 4 and 5).  Our goal for the 2011-2012 School Year is to maintain the level of proficiency of Level 4 & 5 students at 56% (159) points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (159)	56% (159)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Mathematics Test was Category 3: Geometry and Measurement	2.1. Engage students in appropriate grade-level activities that promote the composing and decomposing of, describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.  Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	2.1. Rtl team, Assistant Principal, Mathematics Coach	2.1. Review District technology reports to ensure that students are participating in enrichment activities.	Review and analyze reports associated with various programs.  Formative: District Baseline and Interim Mathematics Assessments.  Summative: FCAT 2.0 2012

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:	On the 2010-2011 FCAT 2.0 Mathematics Test, 74% (132) of students made learning gains.  Our goal for the 2011-2012 school year is to provide appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5% points to 79% (141) points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (132)	79% (141)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Mathematics Test was Number: Base Ten and Fractions. An anticipated barrier to increasing the percentage of students making learning gains is the students' lack of mathematics application and problem solving skills.  In addition, there is a need for an increase of differentiated instruction to target a variety of student learning modalities	3.1. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.  Computer-based, online assessments related to curriculum  Use Differentiated instruction to identify, review and improve student deficiency.	3.1  Rtl, Principal, Mathematics Coach	3.1.  Review formative assessment data reports to ensure progress is being made and instruction is being adjusted as needed.  Conduct grade level meetings to obtain teacher feedback on effectiveness of instruction	3.1.  Formal and informal assessments including Pre-tests, Post-Tests, and Interim Assessments  Formative: District Baseline and Interim Mathematics Assessments.  Summative: FCAT 2.0 2012

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:	On the 2010-2011 FCAT Mathematics Test, 88% (39) of students in the lowest quartile made learning gains.  Our goal for the 2011-2012 school year is to increase the percentage of students in the lowest 25% making learning gains by 5% points from 88% (39) to 93% (41).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (39)	93% (41)

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>4.1.</p> <p>The area of deficiency as noted on the 2011 administration of the FCAT 2.0 Mathematics Test was Number: Base Ten and Fractions.</p> <p>An anticipated barrier is that students are beginning the school year with insufficient knowledge of previously taught skills and concepts primarily in the Number Sense Strand.</p>	<p>4.1.</p> <p>Implement small group instruction in the classroom and in the after school tutorial programs to reinforce key concepts and skills.</p> <p>Vertical planning to ensure all skills are pre-taught.</p> <p>Implement math intervention program throughout the school day to reinforce mathematical concepts taught in the classroom.</p> <p>Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division</p>	<p>4.1.</p> <p>RtI, Principal, Mathematics Coach, Classroom Mathematics teacher</p>	<p>4.1.</p> <p>Review formative assessment data reports as well as intervention assessments to ensure progress is being made and instruction is adjusted as needed</p>	<p>4.1.</p> <p>Formative: District Baseline and Interim Mathematics Assessments.</p> <p>Summative: FCAT 2.0 2012</p>

	facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals		
--	---	--	--

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal for the 2011 - 2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80	82	84	85	87	

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:	
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	<p>Mathematics Goal #5C:</p> <p>The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 79% (52) of English Language Learner students were making satisfactory progress.</p> <p>Our goal for the 2012-2013 School Year is to increase the percentage of ELL students making satisfactory progress from 79% (52) to 82% (54).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (52)	82% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. An anticipated barrier to increasing the percentage of ELL students making adequate progress is the students' lack of mathematics application and problem solving skills. In addition, there is a need for an increase of differentiated instruction to target a variety of student learning modalities.	5C.1. Provide the instructional support needed for students to develop quick recall.  Provide contexts for mathematical exploration and the development of student understanding of number operations through the use of manipulatives and engaging opportunities for practice.  Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations.	5C.1. Administrators, Math Leader	5C.1. Review formative assessment data reports on a monthly basis to ensure progress is being made and instruction is being adjusted as needed.	5C.1. Formal and informal assessments including Pre-tests, Post-Tests, and Interim Assessments  Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Mathematics Goal #5D:  The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 62% (25) of SWD students were making satisfactory progress.  Our goal for the 2012-2013 School Year is to increase the percentage of students making satisfactory progress from 62% (25) to 68% (27).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (25)	68% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of greatest difficulty for our SWD students was in Reporting Category 2: Base Ten and Fractions.	5D.1. Implement small group instruction in the classroom and in the after-school tutorial programs to reinforce key concepts and skills that the students are deficient in.	5D.1. Administrators, Math Leader	5D.1. Review formative assessment data reports, as well as intervention assessments on a monthly basis to assure progress is being made and instruction is adjusted as needed.	5D.1. Formative assessment data reports and intervention assessments to be generated on a monthly basis.  Summative: 2013 FCAT 2.0 Mathematics Assessment
	5D.2. Students are beginning the school year with insufficient knowledge and recollection of previously taught skills and concepts, primarily in Base Ten and Fractions	5D.2. Vertical planning to ensure all skills are pretaught. Implement mathematics intervention program through the use of SuccessMaker and Think Central to reinforce mathematical concepts	5D.2. Administrators, Math Leader	5D.2. Review formative assessment data reports, as well as intervention assessments on a monthly basis to assure progress is being made and instruction is adjusted as needed.	5D.2. Formative assessment data reports and intervention assessments to be generated on a monthly basis.

2	reporting category.	taught in the classroom. Provide the instructional support needed for students to develop quick recall of addition, subtraction, and multiplication facts, and fluency with multi-digit addition, subtraction and multiplication of whole numbers, as well as addition and subtraction of fractions and decimals.		Summative: 2013 FCAT 2.0 Mathematics Assessment
---	---------------------	---	--	---

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Mathematics Goal #5E:  The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 78% (158) Economically Disadvantaged students were making satisfactory progress.  Our goal for the 2012-2013 School Year is to increase the percentage of students making satisfactory progress from 78% (158) to 81% (164).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (158)	81% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students are beginning the school year with insufficient knowledge and recollection of previously taught skills and concepts, primarily in Number Sense and Operations reporting category.	5E.1. Implement small group instruction in the classroom and in the after-school tutorial programs to reinforce key concepts and skills that the students are deficient in.  Vertical planning to ensure all skills are pretaught. Implement mathematics intervention program through the use of SuccessMaker and Think Central to reinforce mathematical concepts taught in the classroom. Provide the instructional support needed for students to develop quick recall of addition, subtraction, and multiplication facts, and fluency with multi-digit addition, subtraction and multiplication of whole numbers, as well as addition and subtraction of fractions and decimals.	5E.1. Administrators, Math Leader	5E.1. Review formative assessment data reports, as well as intervention assessments on a monthly basis to assure progress is being made and instruction is adjusted as needed.	5E.1. Formative: Assessment data reports and intervention assessments to be generated on a monthly basis, District Baseline and Interim Mathematics Assessment  Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Mathematics Standards FCAT 2.0	K-5 Mathematics	Mathematics Liaison	K-5 Teachers	Start September 2012 – May 2013	Grade level planning sessions	Administrators
SuccessMaker	Grades 3-5 Math	Assistant Principal	Grades 3 – 5 Math Teachers	Start November 2012 – May 2013	Reports generated from Success Maker Program	Administrators
Focus Website	Grades 3-5	Math Liaison	Grades 3 – 5 Math Teachers	Start September 2012 – May 2013	Grade level planning sessions	Administrators

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
Mathematics Leaders Sessions	Substitute Coverage	School-Based	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement small group instruction in the classroom to reinforce key concepts and skills.	Paraprofessional Support	Title I	\$2,500.00
Mathematics Tutorial Program	Hourly Teachers	School-Based	\$2,000.00
Implement small group instruction in the classroom to reinforce key concepts and skills.	Hourly Teacher	Title I	\$5,500.00
			Subtotal: \$10,000.00
			Grand Total: \$10,500.00

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:

Science Goal #1a:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Assessment indicates that 52%(45) of 5th grade students achieved proficiency (FCAT Level 3).  The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th grade students achieving proficiency (FCAT Level 3) by 2 percentage points to 54%(47).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(45)	54%(47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a. According to the results of the 2012 FCAT 2.0 Science Assessment, the area of greatest difficulty was in Reporting Category 3 - Physical Science.	<p>1a.1. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Develop Professional Learning Communities (PLC) of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning.</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>Implement Discovery Education website to increase student knowledge and understanding. Development of an Interactive Notebook.</p>	1a.1 Administrators, Science Leader	1a.1.Data from school-based assessments and District Interims will be analyzed by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made accordingly.	<p>1a.1. Formative: School-site assessments, Interims and Baseline Assessments.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment Review the results of school site assessment data to monitor student progress</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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:



Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Science Goal #2a: The results of the 2012 FCAT 2.0 Science Assessment indicates that 22%(19) of the 5th grade students achieved above proficiency (FCAT Levels 4 & 5).  The goal for the 2013 FCAT 2.0 Science Assessment is to increase 5th grade students achieving above proficiency by one percentage points to 23%(20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(19)	23%(20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Students need to develop higher order thinking skills and applications in order to increase levels of proficiency in all four Reporting Categories	2a.1 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 a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.  Develop Professional Learning Communities (PLC) of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning.  Use of Kids National Geographic – Explorer as a way to	2a.1. Administrators, Science Leader	2a.1. Review the results of school site assessment data to monitor student progress on quarterly basis.	2a.1. Formative: School-site assessments, Interims and Baseline Assessments.  Summative: 2013 FCAT 2.0 Science Assessment - Review the results of school site assessment data to monitor student progress.

		<p>incorporate literacy through science in the classroom.</p> <p>Use of the FOCUS Website/Florida Achieves that provides mini assessments in science.</p> <p>Use of FCAT Explorer – Science Station, that provides comprehensive practice with the science benchmarks tested on the fifth grade FCAT.</p>			
2	2a.2. Insufficient computer time allotted for Gizmo and Science Builder program	<p>2a.2. Increase use of Gizmo and Science Builder programs by providing 15 minutes of computer time three times a week.</p> <p>Assign both programs as home learning assignments once a week.</p>	2a.2. Administrators, Science Leader	2a.2. Data generated through Gizmo and Science Builder programs.	<p>2a.2. Formative: School-site assessments, Interims and Baseline Assessments.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment - Review the results of school site assessment data to monitor student progress.</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 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
Next Generation Standards and Fair Game Benchmarks	Grades 3-5 Science	Science Leader	Grades 3-5 Science Teachers	September 2012- May 2013	Student Progress	Administrators
Discovery Education	K-5/Science	Assistant Principal	Science Teachers	October 2012 – May 2013	Student Progress	Administrators
Science Builder	K-5/Science	Science Leader	Science Teachers	September 2012- May 2013	Student Progress	Administrators

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
Elementary Science Leaders Sessions	Substitute Coverage	School-Based	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Tutorial Program	Hourly Teachers	School-Based	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Writing Goal #1a: The results of the 2012 FCAT Writing Test indicate that 87%(73) of students achieved a level 3-6 proficiency.
Writing Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving a Level 4 by one percentage point to 88%(74) proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (73)	88% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. According to the results of the 2012 FCAT Writing Test, fourth graders, demonstrated difficulty in narrative writing.</p> <p>Students need reinforcement in writing conventions and organization.</p>	<p>1a.1. Review and reinforce the correct spelling of common words through practice with sight words.</p> <p>Provide daily practice utilizing the standard conventions of writing, to include, but not limited to; correct sentence structure, noun/verb agreement, singular/plural nouns, rules of capitalization.</p> <p>Provide graphic organizers in order to scaffold student learning as they acquire the knowledge of correct structures for narrative and expository texts.</p> <p>Provide ample opportunities to write narratives based on real and imagined ideas that include a main idea, supporting details, characters, and setting, utilizing sensory details and vivid verbs.</p> <p>Implementation of Writing Tutorial program that will enhance and reinforce writing strategies taught throughout the school year.</p>	1a.1. Leadership Team and Reading Coach.	1a.1. Review school-wide monthly writing assignments to ensure that progress is being made and adjust intervention/focus as needed.	<p>1a.1. Teachers will utilize informal and formal assessments to ensure that student progress is being made.</p> <p>Formative: Students' scores on school-wide monthly writing Assessments and bi-weekly writing prompts.</p> <p>Summative: 2013 FCAT Writing Test</p>
2	<p>1A.2. Students are lacking in their ability to provide strong, appropriate, and meaningful support to their expository and narrative writing pieces.</p>	<p>Use graphic organizer and strategies (timelines, story maps, and storyboards that focus on one main event) as a scaffolding tool to assist students in recognizing and remembering the quality and quantity of their supportive statements and details while writing.</p> <p>Provide practice in the use of strategies such as "Show, Not Tell" and "Stretch a Sentence" in order to reinforce the use of sensory details while writing.</p> <p>Daily conferences will be conducted with students to assist them</p>	1a.2. Leadership Team and Reading Coach.	1a.2. Review school-wide monthly writing assignments to ensure that progress is being made and adjust intervention/focus as needed.	<p>1a.2. Teachers will utilize informal and formal assessments to ensure that student progress is being made.</p> <p>Formative: Students' scores on school-wide monthly writing Assessments and bi-weekly writing prompts.</p> <p>Summative: 2013 FCAT Writing Test</p>

		with elaboration, support, and correct standards of language conventions (capitalization, punctuation, and spelling).  Implementation of Writing Tutorial program that will enhance and reinforce writing strategies taught throughout the school year.			
3	1A.3. Students are lacking sufficient preparedness in the area of Writing in order to increase achievement levels to above four.	1A.3. Restructuring of school-wide writing program emphasizing the conventions of writing, promoting elaboration and descriptive detail.	1A.3. Leadership Team and Reading Coach.	1A.3. Review of monthly grade-level writing samples to ensure the effectiveness of the writing program.	1A.3. Teachers will utilize informal and formal assessments to ensure that student progress is being made.  Formative: Students' scores on school-wide monthly writing assessments and bi-weekly writing prompts.  Summative: 2013 FCAT Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 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
Implementing Effective Writing Strategies	School-Wide	Assistant Principal	School-Wide	Fall 2012	Student work samples / walkthroughs	Administrators
Best Practices in Writing	4th Grade	Assistant Principal	4th Grade teachers	Fall 2012	Grade level planning sessions / walkthroughs	Administrators
Professional Learning Communities: Critical Friends Group	4th Grade	Reading Coach	4th Grade teachers	October 2012 – May 2013	Student work samples	Administrators

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
Before/After School Writing Tutorial Program	Hourly Teacher	Title I	\$650.00
			Subtotal: \$650.00
			Grand Total: \$650.00

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:	Attendance Goal #1: Our goal for the 2012-2013 school year is to maintain our attendance at 97.1% (465) by minimizing absences due to illnesses and truancy.  In addition, our goal for this school year is to decrease the number of students with excessive absences (10 or more), from 93 students to 88 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

97.1% (465)	97.1% (465)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
103	98
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92	87

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>An anticipated barrier is lack of consistent communication and/or cooperation from parents</p> <p>Conflicts in transportation may cause parents to keep their children at home.</p> <p>Conflicts in transportation may cause parents to keep their children at home.</p>	<p>1.1.</p> <p>Identify and refer students who may be developing a pattern of absences to the Assistant Principal for intervention services.</p> <p>Participate in School developed Truancy Intervention Program involving all stakeholders.</p> <p>Schedule Attendance Committee Meetings to monitor excessive absences and tardiness.</p>	<p>1.1.</p> <p>Principal, Assistant Principal and/or designee, attendance clerk, school counselor, classroom teachers</p>	<p>Monitor attendance reports on a monthly basis</p>	<p>COGNOS Reports</p>
2	<p>1.2</p> <p>Lack of praise for students consistently attending school.</p>	<p>1.2</p> <p>Continue implementing the attendance lottery to reward students that are consistently attending school.</p> <p>Recognize students with perfect attendance and no more than two tardies in the awards ceremony for each nine week period</p>	<p>Principal, Assistant Principal and/or designee, school counselor, classroom teachers</p>	<p>Monitor attendance reports on a quarterly basis</p>	<p>COGNOS Reports</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						

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
			<b>Grand Total: \$0.00</b>

*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:	Dr. Carlos J. Finlay Elementary's goal for the 2012-2013 school year is to maintain the number of suspensions at zero students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions



1	1				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
1	1				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier is incoming students not being familiar with rules and procedures.	Utilize the Student Code of Conduct to inform students of rules and procedures, and to determine appropriate disciplinary consequences.  Students exhibiting good study habits will be recognized each grading period during an awards ceremony.	Principal	Monitor student discipline by maintaining ongoing communication with parents. Refer discipline concerns to school administration.  Monitor COGNOS report on student suspensions.	COGNOS Report

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

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

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

Suspension Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$0.00</b>			

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	TITLE III - SEE P.I.P.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
TITLE III - SEE P.I.P.	TITLE III - SEE P.I.P.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		STEM Goal #1: The goal for the 2012 – 2013 school year is to increase the number of vegetable beds in our school garden from four beds to eight beds.			
STEM Goal #1:		STEM Goal #2: The goal for the 2012 – 2013 school year is to create a butterfly garden at the school in order to have students insect habitats and observe the life cycle of the butterfly.			
		STEM Goal #3: The goal for our 'Green Team' is to increase the number of participants in "Green Team" initiatives.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. One of the anticipated barriers in creating the vegetable and butterfly gardens will be accessing enough volunteers and monetary funds for setting them up.	1.1. As a professional learning school working collaboratively with Florida International University, we will contact the appropriate department at the college to obtain student volunteers to assist in the planting	1.1. Administrators, Leadership Team	1.1. Identification of the number of vegetable beds planted, as well as the types of vegetable planted in each bed.  Logs for the F.I.U. student volunteers  Through PLC sessions,	1.1.1.1. Formative: Student Authentic Work Samples, Interactive Student Notebooks, Classroom Assessments

		and upkeep of the garden.  Conduct fund-raisers or speak to community agencies in order to secure funding for the project.		review the progress being made school-wide of activities implemented through the "Green Team", "Fairchild Challenge" and "Collaborative Nutritional Incentive: The Garden".	Summative: 2013 FCAT 2.0 Science Test
2	1.2. Students need to be exposed to a variety of instructional strategies that will increase rigor through inquiry-based learning.	1.2.1 For Grades K – 5, students will be exposed to and participate in a variety of activities such as the "Green Team", which tackles creative and innovative ways to address environmental issues school-wide; "Fairchild Challenge" which addresses environmental and life science concepts; "Collaborative Nutritional Incentive: The Garden" which exposes students to a variety of science and mathematics skills through observations made from the growth of fruits and vegetables in our in-school garden.  1.2.2 Interactive Student Notebooks, ISN's will be implemented in both Science and Mathematics classrooms in order to provide students will the opportunity to reflect on observations made through classroom activities in order to enhance critical thinking skills.	1.2. Administrators, Leadership Team	1.2.1 Logs of student participation  1.2.2 Interactive Student Notebooks	1.2. Formative: Student Authentic Work Samples, Interactive Student Notebooks, Classroom Assessments

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

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

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

## STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematics Leaders Sessions	Substitute Coverage	School-Based	\$500.00
Science	Elementary Science Leaders Sessions	Substitute Coverage	School-Based	\$500.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use real-world documents to identify text features	Periodicals/Magazines	EESAC	\$1,800.00
Reading	Implement intervention program to ensure proficiency in Reading Application	Paraprofessional Support	Title I	\$3,000.00
Reading	Reading Tutorial Program	Hourly Teachers	Title I	\$1,000.00
Reading	Implement intervention program to ensure proficiency in Reading Application	Hourly Teacher	Title I	\$5,000.00
CELLA	Implement intervention program to reinforce English-Language acquisition.	Paraprofessional Support	Title I	\$2,000.00
CELLA	Title III Tutorial Academy	Hourly Teachers	Title III	\$4,500.00
CELLA	Implement intervention program to reinforce reading application skills	Hourly Teacher	Title I	\$1,000.00
Mathematics	Implement small group instruction in the classroom to reinforce key concepts and skills.	Paraprofessional Support	Title I	\$2,500.00
Mathematics	Mathematics Tutorial Program	Hourly Teachers	School-Based	\$2,000.00
Mathematics	Implement small group instruction in the classroom to reinforce key concepts and skills.	Hourly Teacher	Title I	\$5,500.00
Science	Science Tutorial Program	Hourly Teachers	School-Based	\$500.00
Writing	Before/After School Writing Tutorial Program	Hourly Teacher	Title I	\$650.00
				Subtotal: \$29,450.00
				Grand Total: \$30,450.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

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

## 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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Purchase of Periodicals/Magazines for Reading in the Content Areas	\$1,800.00

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

The SAC will conduct monthly meetings in order to monitor the implementation of the School Improvement Plan through ongoing data-analysis, review of strategies and the assessment of the effectiveness of the strategies implemented.



# 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 DR. CARLOS J. FINLAY ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	95%	86%	72%	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	77%	74%			151	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?	77% (YES)	88% (YES)			165	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					663	
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 DR. CARLOS J. FINLAY ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	87%	93%	60%	330	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	77%	77%			154	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)	76% (YES)			148	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					632	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested