FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WILLIAM A. CHAPMAN ELEMENTARY SCHOOL

District Name: Dade

Principal: Carzell J. Morris

SAC Chair: Dr. Sharon Thompson

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Carzell J. Morris	B.S Health Education B.S Physical Education Master	6	16	'12 '11 '10 '09 '08 School Grade A C C A C AYP N N Y N High Standards Reading 41 50 57 68 51 High Standards Math 59 69 71 80 66 Lrng Gains – Reading 74 64 57

		Educational Leadership			65 53 Lrng Gains –Math 76 61 62 77 65 Gains –Reading- 25% 78 63 50 61 45 Gains – Math – 25% 84 60 70 90 67
Assis Principal	Elianeys Basulto	B.S Elementary Education K-6 ESOL Endorsement Master Educational Leadership	3	3	12 '11 '10 '09 '08 School Grade A C C A C AYP N N Y N High Standards Reading 41 50 57 68 51 High Standards Math 59 69 71 80 66 Lrng Gains – Reading 74 64 57 65 53 Lrng Gains –Math 76 61 62 77 65 Gains –Reading- 25% 78 63 50 61 45 Gains – Math – 25% 84 60 70 90 67

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)
					12 '11 '10 '09 '08 School Grade A C C A C AYP N N Y N High Standards Reading

Reading	Eva Hunter	B.S Elementary Education K-6 Reading Endorsement K-12 Gifted Endorsement K-12	3	6	41 50 57 68 51 High Standards Math 59 69 71 80 66 Lrng Gains – Reading 74 64 57 65 53 Lrng Gains –Math 76 61 62 77 65 Gains –Reading- 25% 78 63 50 61 45 Gains – Math – 25% 84 60 70 90 67
Mathematics	Angela Miller	B.S Business Administration Business Education 6-12 Mathematics 5-9	5	6	12 '11 '10 '09 '08 School Grade A C C A C AYP N N Y N High Standards Reading 41 50 57 68 51 High Standards Math 59 69 71 80 66 Lrng Gains – Reading 74 64 57 65 53 Lrng Gains –Math 76 61 62 77 65 Gains –Reading- 25% 78 63 50 61 45 Gains – Math – 25% 84 60 70 90 67

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	Support for staff development and in-service opportunities	Principal	08/17/2012	

2	On-going professional development	Principal	8/29/2012	
3	Sharing of best practices	Principal	10/3/2012	
4	Supplies and supplemental instructional materials available upon request as needed	Principal	11/7/2012	

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
2	ESOL Endorsement- The instructional staff will be completed with the required ESOL Endorsement courses by 12/2012.

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
36	11.1%(4)	16.7%(6)	52.8%(19)	19.4%(7)	30.6%(11)	69.4%(25)	2.8%(1)	2.8%(1)	52.8%(19)

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
Kitchens, Tammy	Sullivan, Colleen	Subject area certification and grade level experience	Bi-weekly meetings: Curriculum and Classroom management
Kitchens, Tammy	Lucio, Jocelyn	Subject area certification and grade level experience	Bi-weekly meetings: Curriculum and Classroom management

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning

opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students 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 an extensive Parental Program, Supplemental Educational Services, and special support services to special needs populations such as the neglected and delinquent students. ST2 schools are provided with the support from a professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. ST1 is a state approved RtI Model for elementary schools.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (K-5)
• Parent outreach activities (K-5)
• Professional development on best practices for ESOL and content area teachers (K-5)
• Coaching and mentoring for ESOL and content area teachers (K-5)
• Reading and supplementary instructional materials (K-5)
• Hardware and software for the development of language and literacy skills in reading is used by ELL students in kindergarten.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Dr. William A. Chapman Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

SAI funds will be coordinated with Title I funds to provide before-school and during-school remediation programs for Level 1 readers. Additionally, SAU funds will be used as an after-school service for Level 2 students.

Violence Prevention Programs

N/A

Nutrition Programs

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

Housing Programs

N/A

Head Start

The Head Start program began during the 2010-2011 school year. There are 80 students, 4 teachers, 4 paraprofessionals, one administrative assistant and one part-time social worker. Head Start program utilizes 4 classrooms from the main building of the school and the students receive free breakfast and lunch at the school cafeteria. Head Start students and teachers are invited to student assemblies and activities such as Hispanic/Black History Student Assembly, Career Day, Field Day, Water Day and Story Day. Our school has developed a strong partnership with the VPK program by providing academic resources to prepare the upcoming Kindergarten class. The Principal serves as the Head Start Director.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

Dr. William A. Chapman Elementary School 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 in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Dr. William A. Chapman Elementary School will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title Parental Involvement Policy; scheduling the Title I Orientation Meetings (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Additionally, Dr. William A. Chapman Elementary School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops with flexile times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.

The Community Involvement Specialist at Dr. William A. Chapman Elementary will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Report (FM-6913), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Other:

Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOs services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health intervention in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Principal
• Assistant Principal
• One Primary/One Intermediate General Education Teachers
• Reading Coach
• Mathematics Coach
• Behavior Management Teacher
• School Psychologist
• ST1 Support Specialist

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 RTI/MTSS at Dr. William A. Chapman Elementary School is an extension of the school's Leadership Team and student academic teacher teams. The RTI/MTSS has been strategically integrated in order to support the 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. It is anticipated that this will be a process of building the foundation and incorporating RTI/MTSS into the culture of each school.

RTI/MTSS leadership is vital, therefore, the team will be comprised of the following personnel:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI/MTSS, conducts assessment of RTI/MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI/MTSS implementation, and communicates with parents regarding school-based RTI/MTSS plans and activities.

Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs. Conducts assessment of RTI/MTSS skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RTI/MTSS implementation, and communicates with parents regarding school-based RTI/MTSS plans and activities. Formulates small group intensive instruction for students not making learning gains.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Participates in small group intensive instruction for students not making learning gains.

Reading Coach/ Mathematics Coach: Assist in the development of the curriculum focus calendar which leads, and evaluates school core content standards/programs; identifies and analyzes existing literature scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that identify students "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in design and delivery of professional development; and provides support for assessment and implementation monitoring. Formulates small group intensive instruction for students not making learning gains.

Behavior Management Teacher: Provides specific ideas, strategies, and tools to teachers for better behavior management in the classroom setting. Positive discipline plans and resources are available to establish effective classroom discipline. Parcipates in implementation of FABs/BIPs and other behavior intervention plans, facilitates development of intervention plans, provides support for intervention fidelity and documentation. Further, such behavior strategies will enable teachers to maintain an environment conducive to learning.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection; data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

ST1 Support Specialist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

The RTI/MTSS Leadership Team will meet bi-weekly to engage in the following activities:

• Review in-house data and data trends within the school and individual classrooms.
• Progress monitoring data is evaluated to assist in making instructional decisions for individual students and classes.
• The team will identify professional development needs based on current data.
• The team will also collaborate regularly to problem solve, share effective practices, evaluate implementation of current interventions, and make instructional decisions.
• Data chats are conducted with individual classroom teachers, both in reading and mathematics, to ensure that all teachers align instruction with individual student needs.
• Maintain communication with staff for input and feedback, as well as updating them on procedures and student progress.
• Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
• Assist with monitoring and responding to the needs of subgroups within the expectations for 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?

The leadership team will meet with the School Advisory Council (SAC) and the administration to assist in developing the School Improvement Plan (SIP). The school-based RTI/MTSS Leadership Team analyzed successful strategies and techniques that demonstrated student learning gains. The team will provide data for targeted students and specific areas of need. The team will assist in developing a systemic approach to teaching utilizing data driven instruction and intensive intervention strategies, processes and procedures.

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.

Managed data will include:
• FAIR assessment
• Interim assessments
• State/Baseline, Interim and Bi-Weekly Assessments in Reading, Mathematics, Science and Writing-Edusoft
• FCAT
• CELLA
• FLKRS
• Student grades

Behavior:
• 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.

Professional development will be provided during grade level meetings for grade specific RTI/MTSS, during faculty meetings, independently with reading and/or mathematics coaches for specific strategies and techniques.

The RTI/MTSS Team will also evaluate additional staff Professional Development needs that arise during the school year.

Describe the plan to support MTSS.

Professional development will be provided during grade level meetings for grade specific RTI/MTSS, during faculty meetings, independently with reading and/or mathematics coaches for specific strategies and techniques.

The RTI/MTSS Team will also evaluate additional staff Professional Development needs that arise during the school year.

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).

• Carzell J. Morris, Principal

• Elianeys Basulto, Assistant Principal

• Eva Hunter, Reading Coach

• Kari J. Jackson, Primary Reading Teacher and Tammy Kitchens, Intermediate Reading Teacher

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

The LLT team meets on a bi-weekly basis. The team will on-analyze going data at each grade level. The team will disaggregate the data to identify trends that will affect the instructional procedures within each classroom.

Carzell J. Morris, Principal: Provides a common vision for data-based decision making, ensures that the school-based team is meeting regularly and supports the instructional initiatives planned. In addition, Mr. Morris develops, leads, and evaluates ongoing data to assist teachers in realignment of instruction to meet individual student needs.

Elianeys Basulto, Assistant Principal: Provides a foundation for curriculum related decisions based on ongoing data, develops, implements and facilitates a successful plan that will result in continual data analysis to meet individual student needs, formulates small group intensive instruction for students not making learning reading gains.

Eva Hunter, Reading Coach: Models specific strategies for Language Arts teachers for the improvement of instructional delivery and student engagement. Ms. Hunter identifies systematic patterns of student programs that identify students "at risk"; assists in the design and implantation for progress monitoring, data collection and data analysis. The leader will participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring, formulates small group intensive instruction for students not making learning gains in reading.

Kari J. Jackson, Primary Reading Teacher and Tammy Kitchens, Intermediate Reading Teacher: Teachers provide information about core instruction, participate in collection of student data, delivers Tier 1 instruction/interventions and collaborates with other staff to implement Tier 2 interventions. They participate in small group intensive instruction for student not making reading learning gains.

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

As a goal to meet individual student needs, the LLT team will implement a continuous cycle of data chats with the following initiatives at the forefront in alignment with CRRP.

• Continual analysis of ongoing data
• Use of disaggregated data to realign classroom instruction
• Use of disaggregated data to formulated intensive small groups
• Established fidelity to the use of district purchase Success Maker, Reading Plus, Math Reflex and Discovery Education

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.

Parent meetings will be offered with instructional focus provided to parents for students entering kindergarten. A list of resources will be given to parents to use with their children to prepare for kindergarten.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing your children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The school currently has two Pre-Kindergarten classes with two highly qualified teachers and two paraprofessionals. PK students receive a diagnostic test, mid-year progress review and a post assessment to ensure adequate progress and Kindergarten readiness.

Dr. William A. Chapman Elementary School facilitates and has implemented numerous visits from neighborhood preschool programs. Students from participating pre-schools, their teachers and their parents/guardians visit individual kindergarten classrooms and are actively engaged in daily activities with the students in those classrooms. Parents/guardians are provided with information regarding the school's kindergarten program. Further parent/student orientation meetings are held prior to the start of school for dissemination of information, meetings of teachers, classroom assignments and overview of curriculum and kindergarten expectations. Dr. William A. Chapman Elementary School's Community Involvement Specialist offers several preschool parent meetings providing information to parents concerning what is necessary for kindergarten registration, requirements, and also provides tours of the school at times convenient to parents in the community.

The pre-kindergarten program follows the Houghton Mifflin Prekindergarten curriculum. Parents are encouraged to meet with

the teachers three times during the school year.

A pre-kindergarten to kindergarten parent information meetings/discussion was held at the end of the 2011-2012 school year at Dr. William A. Chapman Elementary School. Information was provided to parents to ensure a smooth transition into the kindergarten program.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 25% of the students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 1% percentage points to 26%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (38)	26% (40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process. The deficiency was due to students' minimum ability to utilize critical thinking strategies to locate, interpret and organize information and determining the validity and reliability of information within and across texts.	Develop an instructional focus calendar addressing Informational Text/Research Process. Use real-world documents including, but not limited to articles, brochures, fliers and websites that use text features to locate, interpret and organize information.. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

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

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

1	NA	NA	NA	NA	NA

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 2011-2012 FCAT Reading Test indicate that 17% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (32)	21%(33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading test was Reporting Category 4: Informational Text/Research Process. This deficiency is due to students' limited exposure to various instructional models of information text and research process.	Develop an instructional focus calendar addressing Informational Text/Research Process. Utilization of high order questions in alignment with essential questions to impact the rigor and relevance instruction. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark. and adjust instruction as needed. Conduct grade level meeting to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 74% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5% percentage points to 79%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (59)	79% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test the percent of students making learning gains increased by 10 percentage points as compared to the 2011 FCAT Reading Test. The deficiency area is Reading Application (Content 2). This is due to students' limited understanding of text structures and organizational patterns.	Implementation of differentiated instruction through the use of FCRR Binders in small group instruction. Plan supplemental intervention for students not responding to core instruction. Students will receive 30 minutes of Voyager Intervention strategies reinforcing reference/research and word/phrases skills. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for 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:

	The results of the 2011-2012 FCAT Reading Test indicate

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	that 78% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5% percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (N<30)	83% (N<30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains has increased by 15 percentage points. The deficiency area was Content 2, Reading Application due to limited understanding of vocabulary used in passages.	Implement intervention strategies during reading block for students not responding to core instruction. Students will receive an additional 30 minutes of Voyager Passport interventions to reinforce reading skills. After-School tutorials will target reading deficiencies noted on 2012 Baseline Assessment. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A :	The results of the 2011-2012 FCAT Reading Test indicate that 41% of students achieved levels 3-5. Our goal for the 2012-2013 school year is to provide intervention, remediation and enrichment opportunities in order to			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicate that 45% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 51%. Additionally, 34% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black:	

45%(35)
Hispanic:
34%(23)

Black:51% (40)
Hispanic:42% (29)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As noted on the administration of the 2012 FCAT Reading Test, the Black subgroup made satisfactory progress. Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup did not make satisfactory progress. Black and Hispanic students had deficiencies in Content 2(Reading Application). Students did not demonstrate the ability to utilize strategies needed to determine the main idea and author's purpose for the passage selection.	Utilization of differentiated instruction activities using Time For Kids on Literary Analysis in order to move students from guided to independent learning with graphic organizers and CRISS strategies. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark. and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 22% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 18 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(6)	40%(10)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the ELL subgroup did not make satisfactory progress. The deficiency is due to students' limited understanding of reading application (Content 2).	Implementation of differentiated instruction through the use of FCRR Binders and FCAT Test Item Specs in small group instruction. Plan supplemental intervention for students not responding to core instruction (Reading Application, Content 2). Common Core State Standards blended	RTI/MTSS Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

		instruction with NGSSS.		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicate that 41% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(14)	54%(19)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the SWD subgroup did not make satisfactory progress. The deficiency is due to students' limited understanding of reading application (Content 2).	Implementation of differentiated instruction through the use of FCRR Binders and FCAT Test Item Specs in small group instruction. Plan supplemental intervention for students not responding to core instruction (Vocabulary).	RTI/MTSS team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Formative: Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 40% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(60)	43%(65)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT Reading Test, Economically Disadvantaged subgroups made satisfactory progress. Students are in need of remediation and intervention in the area of Literary analysis: fiction and non-fiction	Appropriate interventions to begin within the first two weeks of the 2012-2013school year and student's progress will be monitored using monthly data. Tier 1 students will receive classroom interventions driven by FCAT 2.0 and Baseline Assessment results. Tier	RTI/MTSS Team	Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of	Bi-Weekly Assessments District interim reports student authentic work FAIR Summative: FCAT 2.0

| | 1 | (Content 3). | 2 students will receive strategies formulated by classroom teacher and RTI/MTSS Team utilizing FCAT 2.0, Baseline and Bi-Weekly Assessments results. Tier 3 students will receive intervention strategies formulated by classroom teacher, RTI/MTSS team and Student Services Team utilizing FCAT 2.0, Baseline and Bi-Weekly Assessments results.

Common Core State Standards blended instruction with NGSSS. | | instructional focus calendar. | |

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
Informational Text and Research Process/Vocabulary Differentiated Instruction Literary Analysis: Fiction and Non-Fiction	K-5	Reading Coach	K-5	9/26/2012 10/24/2012	Bi-Weekly Assessment Results Classroom walk-through	Administration
Common Core FCAT Test Item Specs Reading Application	3-5	Reading Coach	3-5	8/16/2012	Bi-Weekly Assessment Results Classroom walk-through	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Time For Kids during Reading/Language Arts block for grades 3-5 to provide remediation in the areas of Reading Application and Reference and Research (Contents 1 and 4).	Time for Kids: FCAT Reading Resources, grades 3-5	EESAC	$2,095.00

Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$2,000.00
			Subtotal: $4,095.00

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: $4,095.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA Assessment indicate that 47% of students in grades 3-5 achieved proficient level in Listening/Speaking. Our goal for the 2012-2013 school year is to maintain or increase the percentage of ELL students achieving proficient level in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:
47% (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	As noted on the administration of the 2012 CELLA Assessment indicate that 47% of students in grades 3-5 achieved proficient level in listening/speaking. Students are in need of remediation and intervention in the area of vocabulary.	Appropriate interventions to begin within the first two weeks of the 2012-2013school year and student's progress will be monitored using monthly data addressing reading application utilizing ESOL and CRISS strategies. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Bi-Weekly Assessments District interim reports student authentic work FAIR 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 of the 2011-2012 CELLA Assessment indicate that 19% of students in grades 3-5 achieved proficient level in reading. Our goal for the 2012-2013 school year is to maintain or increase the percentage of ELL students achieving proficient level in reading.

2012 Current Percent of Students Proficient in reading:

19%(12)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>As noted on the administration of the 2012 CELLA Assessment indicate that 19% of students in grades 3-5 achieved proficient level in reading.

Students are in need of remediation and intervention in the area of reading application.</td><td>Appropriate interventions to begin within the first two weeks of the 2012-2013school year and student's progress will be monitored using monthly data addressing reading application utilizing ESOL and CRISS strategies.

Common Core State Standards blended instruction with NGSSS.</td><td>RTI/MTSS Team</td><td>Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark and adjust instruction as needed.

Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.</td><td>Bi-Weekly Assessments District interim reports student authentic work FAIR

Summative:

2013 CELLA Assessment</td></tr>
</table>

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

	3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Assessment indicate that 16% of students in grades 3-5 achieved proficient level in writing. Our goal for the 2012-2013 school year is to maintain or increase the percentage of ELL students achieving proficient level in writing.

2012 Current Percent of Students Proficient in writing:

16%(10)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>As noted on the administration of the 2012 CELLA Assessment indicate that 16% of students in grades 3-5 achieved proficient level in writing.

Students are in need of remediation and intervention in the area of sentence structure and family words.</td><td>Appropriate interventions to begin within the first two weeks of the 2012-2013school year and student's progress will be monitored using monthly data addressing interventions for sentence structure and family words utilizing ESOL and CRISS strategies.</td><td>RTI/MTSS Team</td><td>Grade Level Teams will review results of common assessment data, every four weeks to determine progress toward benchmark and adjust instruction as needed.

Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.</td><td>Bi-Weekly Assessments District interim reports student authentic work FAIR

Summative:

2013 CELLA Assessment</td></tr>
</table>

		Common Core State Standards blended instruction with NGSSS.			

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct Title III After-School Tutorials in the area of Reading for grades 3-5	Title III Tutorials for grade 3-5 in the area of Reading	Title III	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

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 2011-2012 FCAT Mathematics Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(54)	37%(58)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 Administration of the FCAT Mathematics Test was Geometry and Measurement.. This deficiency is due to students' limited understanding appropriate units, precision of measurement (Geometry and Measurement, Content 3).	Develop an instructional focus calendar addressing Geometry and Measurement.. Implementation of mathematics activities utilizing C-Palms, GIZMOS simulations, Sucessmaker, MathReflex and Discovery Education. Common Core State Standards blended instruction with NGSSS	RTI/MTSS Team	Review formative monthly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of instructional focus calendar.	Bi-Weekly Assessments District interim reports student authentic work Summative: FCAT 2.0

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

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

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 20% of students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (32)	21%(33)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test Number Fractions (Content 2) This deficiency is due to limited classroom opportunities using properties of equality to solve variable equations	Utilization of high order questions to address properties of equality to solve numerical and real world situations using GO Math Enrichment model (Higher Order Thinking Skills) Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Review CAP reports generated to ensure students are making adequate progress. Conduct grade level discussions to attain teacher feedback on effectiveness of mathematics technology programs.	Formative: Bi-Weekly Assessments District interim reports student authentic work Success Maker Reports Summative: FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement				

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 76% of students made learning gains. Our goal for the 2012-2013 school year is to provide intervention, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 81%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(62)	81%(66)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. This deficiency is due to limited opportunities for rigor and relevance instruction.	Utilization of technology programs such as FCAT Explorer, Riverdeep, Succesmaker, Discovery Education and Gizmos during small group instruction. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Mathematics coach will assist mathematics teachers in the implementation of high order questions targeting properties of equality to solve numerical and real world situations. Conduct grade level discussions to attain teacher feedback on effectiveness of high order thinking instruction.	Formative: Bi-Weekly Assessments District interim reports student authentic work Summative: FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	NA

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 84% of students made learning gains. Our goal for the 2012-2013 school year is to provide intervention, remediation and enrichment opportunities in order to increase the percentage of students in the lowest 25%, making learning gains by 5 percentage points to 89%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(N<30)	89%(N<30)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. (Content 3). This deficiency is due to limited classroom opportunities to exploration and inquiry activities.	4.1. Implementation of project based learning activities using non-routine problems during the mathematics block in alignment with FCAT Test Item Specs and CRISS strategies. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Mathematics coach will assist teachers in the implementation of project based learning activities. Conduct grade level discussions to attain teacher feedback on effectiveness of project based learning activities.	Formative: Bi-Weekly Assessments District interim reports student authentic work Summative: FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	The results of the 2011-2012 FCAT Mathematics Test indicate that 59% of students achieved levels 3-5. Our goal for the 2012-2013 school year is to provide intervention, remediation and enrichment opportunities in order to 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Mathematics Test indicate that 62% of students in the Black subgroup achieved satisfactory progress. Our goal is to increase student proficiency by 3 percentage points to 65% by providing appropriate interventions and remediation. Additionally, students in the Hispanic subgroup achieved 53% of satisfactory progress. Our goal is to increase student proficiency by 2 percentage points to 55% student proficiency by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 62%(50) Hispanic: 53%(36)	Black: 65%(53) Hispanic: 55%(37)

| | 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
	On the 2012 FCAT Mathematics administration, the Black subgroup has made satisfactory progress when compared to the 2011 FCAT Mathematics administration. Hispanic: On the 2012 FCAT Mathematics	Implement differentiated instruction activities/mini-assessments during independent practice time targeting Number Fractions/Expressions, Equations and Statistics (hands-on activities, GIZMOS and Discovery Education).	RTI/MTSS Team	RTI/MTSS Team member will monitor mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Bi-Weekly Assessments District interim reports student authentic work Summative:

	1	administration, the Hispanic subgroup has made satisfactory progress when compared to the 2011 FCAT Mathematics administration. The area of deficiency is Number Operations, Problems and Statistics (Content 1).	Common Core State Standards blended instruction with NGSSS.			FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Mathematics Test indicate that 63% of students in the ELL subgroup achieved satisfactory progress. Our goal is to increase student proficiency by 1 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(16)	64%(16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 FCAT Mathematics administration, the ELL subgroup made satisfactory progress when compared to 2011 FCAT Mathematics administration. The ELL subgroup has a limited understanding of Geometry/Measurement (Content 3).	Provide real life contexts for mathematical explorations and develop student understanding through the support of customary and metric measurements in alignment with students LEP plan. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	RTI/MTSS team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Bi-Weekly Assessments District interim reports student authentic work Summative: FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012FCAT Mathematics Test indicate that 44% of students in the SWD subgroup achieved satisfactory progress. Our goal is to increase student proficiency by 13 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(17)	57%(22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On the 2012 FCAT	Provide real life contexts	RTI/MTSS Team	RTI/MTSS team members	Formative:

				will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Bi-Weekly Assessments District interim reports student authentic work
1	Mathematics administration, the SWD subgroup did not achieve satisfactory progress when compared to 2011 FCAT Mathematics administration. The SWD subgroup has a limited understanding of Geometry/Measurement (Content 3).	for mathematical explorations and develop student understanding through the support of customary and metric measurements in alignment with students IEPs. Common Core State Standards blended instruction with NGSSS.			Summative: FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics Test indicates that 59% of students in the Economically Disadvantaged subgroup achieved satisfactory progress. Our goal is to increase student proficiency by 4 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(90)	63%(96)

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	On the 2012 FCAT Mathematics administration, the ED subgroup achieved satisfactory progress when compared to 2011 FCAT Mathematics administration. The ED subgroup has limited understanding of Number Fractions/ Expressions, Equations, and Statistics (Content 2).	Provide real life contexts for mathematical explorations and develop student understanding through the support of continuous, discrete data and order of operations in alignment with GO MATH. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	RTI/MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Bi-Weekly Assessments District interim reports student authentic work Summative: FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Test Item and Performance Task Specifications	3-5 Mathematics	Mathematics Coach	3-5 Mathematics Teachers	8/16/2011 10/10/2012	Grade level planning sessions/ Classroom walkthroughs	Administrators
					Grade level	

				9/12/2012	planning sessions/	
Common Core	K-5 Mathematics	Assistant Principal	K-5 Teachers	9/12/2012 11/6/2012	planning sessions/ Classroom walkthroughs	Administrators
Next Generation Sunshine State Standards (C-Palms)	K-5 Mathematics	Mathematics Coach	K-5 Mathematics Teachers	10/17/2012	Grade level planning sessions/ Classroom walkthroughs	Administrators
Go Math Benchmark Remediation: Fractions/Geomet & Measurements	K-5 Mathematics	Mathematics	K-5 Mathematics Teachers	10/10/2012	Grade level planning sessions/ Classroom walkthroughs	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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT Science Test indicates that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (13)	32% (15)
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to the 2012 FCAT Science administration was Physical Science. (Content 3) The deficiency is due to students' limited opportunities from previous grade levels to the scientific process, inquiry based learning. and science vocabulary.	Implementation of science experiments in grades K-4 (Scott Foresman: Directed, Guided and Full laboratories) with opportunities for exploration and elaboration. Implementation of P-SELL inquiry based activities, Gizmos and Discovery Education for grade 5. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Leadership Team and Science Teachers will review science assessment data to monitor student progress.	Formative: Bi-Weekly Assessments District interim reports student authentic work Science Log Summative: FCAT 2.0

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2010-2011 FCAT Science Test indicates that 0% of students achieved (level 4 and 5). Our goal for the 2011-2012 school year is to increase student proficiency by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (4)	10% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency	Develop instructional	RTI/MTSS Team	Leadership Team and	Formative:

1	according to the 2012 FCAT Science administration was Nature of Science (Content 1). The deficiency is due to students' limited opportunities to inquiry based activities related to Nature of Science benchmarks.	focus calendar targeting annually assessed benchmarks with the implementation of inquiry based activities. School-wide Implementation of science log to monitor directed, guided and full inquiry science experiments in alignment with FCAT Test Item Specs. Common Core State Standards blended instruction with NGSSS.		Science Teachers will review science assessment data to monitor student progress.	Bi-Weekly Assessments District interim reports student authentic work Science Log Summative: FCAT 2.0

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

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

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

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
Five E-Model and Inquiry Based Learning					Grade level	

					planning sessions Classroom walkthroughs	Administration
FCAT Test Item and Performance Task Specifications

Common Core | K-5 Science | Assistant Principal | K-5 Science Teachers | 8/16/2012 | planning sessions Classroom walkthroughs | Administration |
| FCAT Test Item and Performance Task Specifications

Common Core | 5 Science

K-5 Science | Assistant Principal | 5th Grade Science Teacher | 9/21/2012

11/6/2012 | Grade level planning sessions Classroom walkthroughs | Administration |
P-SELL Curriculum: Physical Science Nature of Science	5 Science	P-SELL Representa-tive	5th Grade Science Teachers	10/19/2012	Grade level planning sessions Classroom walkthroughs	Administration
P-SELL Curriculum: Physical Science Nature of Science	5 Science	P-SELL Representa-tive	5th Grade Science Teachers	10/19/2012	Grade level planning sessions Classroom walkthroughs	Administration
Science NGSSS Grades K-5	K-5 Science	Mathematics Coach Region CSS	K-5 Science Teachers	11/16/2012	Grade level planning sessions Classroom walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

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 2011-2012 FCAT 2.0 Writing indicate that 83% of students achieved levels 3-6. Our goal for the 2012-2013 school year is to increase level 3-6 of student proficiency by 2 percentage points to 85%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (40)	85% (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	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was in Narrative Writing. The deficiencies were due to students' limited organizational pattern and supporting ideas for Narrative Writing.	Implementation of exemplar papers as a guide for teachers/students to identify narrative writing elements such as organizational patterns and supporting ideas. Common Core State Standards blended instruction with NGSSS.	RTI/MTSS Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Writing Rubric K-5	Formative: Pre/Post District Writing Assessments Monthly Writing Assessments Summative: FCAT 2.0 Writing

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:	NA

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process	K-5	Reading Coach	Grades K-5 Writing Teachers	8/16/2012	Classroom walkthrough Bi-Weekly Assessment Results	Administration
Razzle Dazzle Writing Strategies Exemplar Papers/WritingRubrics	4	Reading Coach	Grade 4 Writing Teachers	9/19/2012 9/26/2012 10/17/2012 11/6/2012	Classroom walkthrough Bi-Weekly Assessment Results	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$2,000.00
		Subtotal:	$2,000.00
		Grand Total:	$2,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for 2012-2013 school year is to increase attendance to by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

93.77%(484)	94.77%(489)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
186	177
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
86	82

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	Student attendance rate decreased from 94.05% in the 2010-2011 school year to 93.77% in the 2011-2012 school year. The deficiency is due to parents' minimum knowledge of Attendance guidelines.	Implement attendance student incentives for students achieving 100% attendance during the 1st, 2nd, 3rd and 4th Nine Weeks period. Review Attendance Procedures during Parent Orientation and Open House. Develop Attendance Student/Parent contract.	RTI/MTSS Team CIS	Conduct grade level discussions to attain teacher feedback on the effectiveness of students achieving 100% attendance and participating in the attendance incentive.	Attendance roster Parent/Student contract

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
Attendance Goals/Student Achievement Incentive Plan	K-5	Staff from Attendance Services and Counselor	Teachers/Parents	8/11/2012	Attendance roster/ Bi-Weekly Assessments	Administration

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%
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
41	37
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
34	31

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The total number of outdoor suspensions decreased from 45 suspensions during the	Utilize the Student Code of Conduct by providing incentives for compliance through the	RTI/MTSS Team	Monitor Spot Success report by grade level and monitor COGNOS report on student	Participation log for students who are recognized for complying with

| 1 | 2010-2011 school year to 41 suspensions in the 2011-2012 school year, a 4% decrease.

The success of student suspension rate decrease is due to the implementation of the Positive Behavior System Schoolwide (PBS). | use of Elementary Spot Success Recognition program.

PBS impletion for the 2012-2013 school year. Provide incentives through the PBS store and PBS game rooms for grades PK-5. | | outdoor suspension rate. | the Student Code of Conduct. |

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
Student Code of Conduct/Spot Success	K-5	Assistant Principal Counselor	Teachers Grades K-5 Parents	8/11/2012	COGNOS Report	Administrator

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year parent participation in school wide activities was 63%. Our goal for the 2012-2013 school year is to increase parent participation by 10% percentage point to 73%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
63% (246)	77%(300)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by parents from the Economically Disadvantaged subgroup.	Develop Volunteer Service Inventory to assess parents' educational needs. Implement volunteers' goals in order to assist with student achievement incentives.	RTI/MTSS Team	Discussions to attain parent/teacher feedback on the effectiveness of the Volunteer Service Inventory, 2012-2013 school year.	Volunteer Service Inventory

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Parent Night	3-5 Reading Mathematics Science	Teachers Grades 3-5 Reading & Mathematics	Parents	11/14/2012 1/16/2013	Parents will submit an evaluation form on the effectiveness of the workshop.	Administration
National Standards for Family-School Partnerships	K-5	PTA Representa-tive	Parents	1/13/2013 3/20/2013	Parents will submit an evaluation form on the effectiveness of the workshop.	Administration

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
CIS Position	CIS will provide parental involvement workshops and orientation meetings.	Title I	$13,000.00
			Subtotal: $13,000.00
			Grand Total: $13,000.00

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 results of the 2011-2012 FCAT Science Test indicates that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 32%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to STEM activities.	To provide students with more opportunities to participate in STEM related activities in connection with South Dade SHS and MAST Academy. Mathematics Coach will model STEM and its components in science lab and in the afterschool program.	RTI/MTSS Team	Leadership Team and Science Teachers will review science assessment data to monitor student progress.	Formative: Bi-Weekly Assessments District interim reports student authentic work Science Log Summative: FCAT Science 2.0

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

STEM	K-5	Gifted Teacher/ Mathematics Coach	K-5 Mathematics/ Science Teachers	11/6/2012 2/1/2013	Lesson plans, walk-throughs,bi-weekly assessments	Administrators

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)

NA Goal:

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						

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 NA Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Time For Kids during Reading/Language Arts block for grades 3-5 to provide remediation in the areas of Reading Application and Reference and Research (Contents 1 and 4).	Time for Kids: FCAT Reading Resources, grades 3-5	EESAC	$2,095.00
Reading	Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$2,000.00
CELLA	Conduct Title III After-School Tutorials in the area of Reading for grades 3-5	Title III Tutorials for grade 3-5 in the area of Reading	Title III	$2,500.00
				Subtotal: $6,595.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$3,000.00
Science	Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$3,000.00
Writing	Saturday Academy: Grades 3-5	Student Materials and Hourly Teacher Salaries	Title I	$2,000.00
Parent Involvement	CIS Position	CIS will provide parental involvement workshops and orientation meetings.	Title I	$13,000.00
				Subtotal: $21,000.00
				Grand Total: $27,595.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Utilize Time For Kids during Reading/Language Arts block for grades 3-5 to provide remediation in the areas of Reading Application and Reference and Research (Contents 1 and 4).	$2,095.00

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

To Review and monitor the School Improvement Plan, develop objectives, goals, modify bi-laws and provide ongoing assistance to our stakeholders.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
WILLIAM A. CHAPMAN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	69%	100%	8%	227	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	64%	61%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	60% (YES)			123	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					475	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District
WILLIAM A. CHAPMAN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	71%	91%	27%	246	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	57%	62%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	70% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					485	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested