FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OLINDA ELEMENTARY SCHOOL

District Name: Dade

Principal: Adrian Montes

SAC Chair: Katina McRae

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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	Adrian Montes	BA-Varying Exceptionalities, Nova Southeastern University; Master of Science-Educational Leadership, Nova Southeastern University; Principal Certification State of Florida	6	10	'12 '11 '10 '09 '08 School Grade A C D B C AMO N/A N N N N High Standards Rdg. 39 55 46 52 49 High Standards Math 53 65 51 57 60 Lrng Gains-Rdg. 61 54 50 67 60 Lrng Gains-Math 77 62 44 59 54 Gains-Rdg-25% 76 57 53 77 60 Gains-Math-25% 88 70 60 70 50
Assis Principal	Kimula O. Green	Bachelor's of Arts in English; Master's of Science in Reading; Certification in Educational Leadership; Certification in Elementary	7	7	'12 '11 '10 '09 '08 School Grade A C D B C AMO N/A N N N N High Standards Rdg. 39 55 46 52 49 High Standards Math 53 65 51 57 60 Lrng Gains-Rdg. 61 54 50 67 60 Lrng Gains-Math 77 62 44 59 54 Gains-Rdg-25% 76 57 53 77 60

					Gains-Math-25% 88 70 60 70 50
		Education; Certification in Reading, K – 12; ESOL Endorsed			

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Anjanette Hallman	Bachelor's of Arts in Elementary Education; Master's of Science in Educational Technology; Educational Specialist in Educational Leadership; Certification in Educational Leadership; Certification in Elementary Education; Reading Endorsed, ESOL Endorsed	5	6	'12 '11 '10 '09 '08 School Grade A C D B F AMO N/A N N Y N High Standards Rdg. 39 55 46 50 33 High Standards Math 53 65 51 50 28 Lrng Gains-Rdg. 61 54 50 66 47 Lrng Gains-Math 77 62 44 81 33 Gains-Rdg-25% 76 57 53 57 63 Gains-Math-25% 88 70 60 83 48

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Teacher Orientation	Principal	08/18/12	
2	2. Regular meetings with new teachers	Principal	Ongoing	
3	3. Pairing new teachers with veteran teachers	Assistant Principal	Ongoing	
4	4. Soliciting referrals from current employees	Principal	Ongoing	
5				

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
Out-of-Field Teachers: 0 Less than Effective: 0	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	3.1%(1)	18.8%(6)	53.1%(17)	25.0%(8)	53.1%(17)	100.0%(32)	12.5%(4)	6.3%(2)	25.0%(8)

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
Stephanie Wilkerson-Laurent	Tahkia Fulton	Ms. Fulton is a beginning teacher. Ms. Hallman, who is a veteran teacher, will help facilitate Ms. Fulton in expanding her knowledge base as well as providing her effective classroom management strategies. The rationale for pairing is based on Ms. Hallman's consistent ability of increasing student achievement as evidenced by FCAT student achievement results.	The mentor and mentee are meeting bi-weekly in a professional learning community to discuss, evidenced-based instructional strategies, and classroom management strategies. The mentor is given release time to view the mentee while instructing. Time is given for the feedback, coaching, and planning.

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

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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches or Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress

monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher 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
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title X- Homeless

Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

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

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

Career and Technical Education

Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

Other

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 interventions 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 a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Parental
Olinda Elementary 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. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI Leadership Team.

The following members are included in Olinda Elementary School's MTSS/RtI Leadership Team:
Principal/Assistant Principal
School Counselor
School Psychologist
School Social Worker:
Speech Language Pathologist
Behavior Support Staff
School Nurse
Instructional Coach
General Education Teachers
Exceptional Student Education (ESE) Teachers
MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

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

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

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
• There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

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 purpose of Multi-Tiered System of Supports/ Response to Intervention (MTSS/RtI) is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to improve student behavior. Olinda Elementary School's MTSS/RtI Academic Leadership Team will meet on a weekly basis to focus on identifying students at risk for poor learning outcomes, monitor student progress, and provide evidence-based interventions. The MTSS/RtI team at Olinda Elementary will adjust the intensity and nature of those interventions depending on a student's responsiveness and identify students with learning disabilities. In addition, the MTSS/RtI Behavior Team will be responsible for the implementation and monitoring of the Positive Behavior Support (PBS) Action Plan.

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

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

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

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

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

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

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

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

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

Objectives.

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS/RtI Problem-solving process is used in developing and implementing the SIP?
The MTSS/RtI Leadership Academic and Behavior Teams will train the Educational Excellence School Advisory Council (EESAC) on MTSS/RtI. They will also provide data on Tier 1, 2 and 3 students in both academic and behavior. MTSS/RtI Team members will monitor the progress of students and make recommendations for these students. MTSS/RtI Team members will participate in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies.

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

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

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

The leadership team will consider data the end of year Tier 1 problem solving

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Academic
Baseline data: Florida Assessments for Instruction in Reading (FAIR) Baseline Test, Florida Comprehensive and Assessment Test 2.0 (FCAT 2.0), Stanford Achievement Test 10 (SAT-10)
Progress Monitoring: FAIR – OPM
Midyear: Florida Assessments for Instruction in Reading (FAIR), FCAT Simulation, Interim Assessments
End of Year: FAIR, SAT-10, FCAT 2.0

Behavior Baseline data: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports
Progress Monitoring: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports
Midyear: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports
End of Year: Attendance Reports, Suspension Reports, SWIS Reports; COGNOS Reports

1. Data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT 2.0
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions

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

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS.

Olinda Elementary will utilize the Florida MTSS/RtI Introductory Training Course developed by the Florida Department of Education to train its MTSS/RtI Leadership Team. This course includes four self-paced modules and serves as a comprehensive introduction to Problem-Solving and Response to Intervention. Professional development for staff will occur during Staff Professional Development Trainings scheduled for September and October, 2012. Staff members will participate in a workshop titled "The PBS Classroom" in October 2012.

The district professional development and support will include:

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

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

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

Describe the plan to support MTSS.

Describe plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

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

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

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

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

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

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

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

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
The school-based Literacy Leadership Team include:
Adrian Montes, Principal

Kimula Green, Assistant Principal
Anjanette Hallman, Reading Coach
Ana Pinto, SPED Chairperson
Katina McRae, Mathematics Liaison
Monica Oltmanns, Science Liaison
Adriana Sanabria, Counselor

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

The purpose of school-based Literacy Leadership Team (LLT) is to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to improve student behavior. Olinda Elementary School's LLT core members will meet monthly to focus on identifying students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The roles and functions are as follows:

Principal/Assistant Principal: Ensures that the Leadership Team implements MTSS/RtI; provides training for MTSS/RtI for staff; monitors implementation of intervention and documentation; and educates parents about MTSS/RtI.

School Counselor: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the MTSS/RtI process.

School Psychologist: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; observe students to help identify appropriate intervention strategies; and evaluate the student's relevant academic, behavioral and mental health functioning. Provides support to students and communicates with parents the MTSS/RtI process.

School Social Worker: Provides consultation regarding student needs; participates in data collection and analysis; assists in developing intervention plans; and observe students to help identify appropriate intervention strategies. Provides support to students and communicates with parents the MTSS/RtI process.

Speech Language Pathologist: Provides expertise in language, its disorders, and treatment; assists general education teachers with universal screening; and consults with teachers to meet the needs of students with a specific focus on the relevant language underpinnings of learning and literacy.

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

The LLT will identify and implement evidence-based strategies to enhance the educational achievement level of all students. The school will utilize the FAIR Assessments; District Baseline and Interim Assessments; and Monthly Benchmark Assessments results to assist in developing an Instructional Focus Calendar that will address remediation and intervention program to help meet the educational needs of our students.

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.

Olinda Elementary School's pre-school transition plan includes conducting informational meetings with parents and Head Start student visitations to Kindergarten classroom. During these visitations, the pre-school students participate in the Kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the ESI-K will be given to each student before entering Kindergarten to assess readiness and any need for remediation. Olinda Elementary Kindergarten teachers communicate a minimum of two times per year with Head Start teachers to provide information regarding curriculum and discuss other areas of importance as it relates to the transitional preparation into Kindergarten.

*Grades 6-12 Only

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

N/A

*High Schools Only

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

N/A

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

N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the 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 2012 FCAT Reading Test indicate that 19% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 9 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (27)	28% (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	1.a1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for grade 3 was Reporting Category 2, Reading Applications. These students lack the ability to utilize critical thinking strategies in identifying the main idea/message (stated and implied), plot, and author's purpose.	1.a1. Integrate critical thinking strategies along with grade-level texts that include identifiable author's purpose for writing which include how the author thinks and feels, identifiable main idea/message (stated and implied), and identifiable text structures/ organizational patterns within text.	1.a1. Principal, Assistant Principal, Reading Coach	1.a1. Ongoing classroom assessment focusing on students' ability to use critical thinking strategies. Along with grade level text and have the ability to identify authors purpose for writing, identify main idea-message (stated and implied), and identify text structure. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	1a.1. Formative: Monthly Assessments and Interim Assessments Summative: 2013 FCAT 2.0 Assessment
2	1.a2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for grade 4 was Reporting Category 3, Literary Analysis Fiction/ Nonfiction. Students experienced difficulty identifying elements of story structure such as character, setting, plot, and problem and resolution.	1.a2. Integrate critical thinking strategies along with grade-level texts that include identifiable author's purpose for writing which include how the author thinks and feels, identifiable main idea/message (stated and implied), and identifiable text structures/ organizational patterns within text. Students will identify and interpret elements of story structure within and across texts. Students will gain an understanding of character development, character point of view. In addition, students will use poetry to practice	1.a2. Principal, Assistant Principal, Reading Coach	1.a2. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on identifying author's purpose for writing, identifying main idea/message (stated and implied), identifying text structures, and understanding of elements of story structure within and across texts. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	1.a2. Formative: Monthly assessments and Interim Assessments Summative: 2013 FCAT 2.0Assessment

		identifying descriptive language that defines moods and provides imagery.			
3	1a.3. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for grade 5 was Reporting Category 2, Reading Application and Reporting Category 4, Informational Text/Research Process. These students lack the ability to utilize critical thinking strategies in identifying the main idea/message (stated and implied), plot, and author's purpose. In addition, students had trouble in the ability to determine validity and reliability of information in text as well as locating, interpreting, and organizing information.	1a.3. Students will utilize how-to and non-fiction articles to identify text features such as subtitles, headings, charts, graphs, and diagrams. Students will use two-column notes to assist in organizing and recognizing the characteristics of reliable and valid information, use supporting facts within and across texts, and be able to identify the relationships between two or more ideas or among other textual elements found within or across texts.	1a.3. Principal, Assistant Principal, Reading Coach	1a.3. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding of how to identify valid and reliable information, interpret and organize graphical information within and across texts. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	1a.3. Formative: Monthly assessments and Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment indicate 35% of the students scored between 4 and 6. Our goal for the 2012-2013 school year is to increase the level of students scoring between levels 4 and 6 by 5 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	40% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The area which has been identified as a barrier is the students' ability to acquire specific academic skills derived from instruction and practice with moderate success	1b.1. Train teachers to effectively implement Access Points. In addition, the students will be afforded the opportunity to read a selection multiple times prior to responding to comprehension questions. Picture walks will also be utilized to assist the students in making predictions of a reading selection.	1b.1. Principal, Assistant Principal, Reading Coach	1b.1. Ongoing classroom assessments focusing on the students' ability to read a selection multiple times in an effort to respond to comprehension questions correctly. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	1b.1. Formative: Monthly Assessments Summative: 2013 Florida Alternate Assessment (FAA)

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	The results of the 2012 FCAT Reading Test indicate that

			Level 4 in reading. Reading Goal #2a:		14% of students achieved levels 4 and 5 proficiency. Our goal for the 2012 -2013 school year is to increase levels 4 and 5 student proficiency by 5 percentage points to 28%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (21)	19% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.a1. The area which showed minimal growth and would require students in grade 3 to improve or maintain performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. These students lack the ability to utilize critical thinking strategies in identifying the main idea/message (stated and implied), plot, and author's purpose.	2.a1. Integrate critical thinking strategies along with grade-level texts that include identifiable author's purpose for writing which include how the author thinks and feels, identifiable main idea/message (stated and implied), and identifiable text structures/ organizational patterns within text.	2.a1. Principal, Assistant Principal, Reading Coach	.a1. Ongoing classroom assessments focusing on students' ability to use critical thinking strategies along with grade-level texts and have the ability to identify author's purpose for writing, identify main idea/message (stated and implied), and identify text structures. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	2a.1 Formative: Monthly Assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment
2	2.a2. The area which showed minimal growth and would require students in grade 4 to improve or maintain performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. These students lack the ability to utilize critical thinking strategies needed to identify the main idea/message (stated and implied), plot, and author's purpose.	2a.2. Use grade-level appropriate texts that include identifiable author's purpose and author's perspective for writing, identifiable main idea/message (stated and implied) including identifying a correct summary statement, and identifiable text structures/ organizational patterns within and across text.	2.a2. Principal, Assistant Principal, Reading Coach	2.a2. Ongoing classroom assessments focusing on students' ability to use critical thinking strategies along with grade-level texts and have the ability to identify author's purpose for writing, identify main idea/message (stated and implied), and identify text structures. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	2.a2. Formative: Monthly Assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment
3	2a.3 The area which showed minimal growth and would require students in grade 5 to improve or maintain performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. These students have difficulty in identifying the main idea/message (stated and implied), plot, and author's purpose within and across texts.	2.a3 Integrate critical thinking skills along with grade-level appropriate texts that include identifiable author's purpose for writing, drawing conclusions and making inferences within and across texts, identifiable main idea/message (stated and implied) including identifying a correct summary statement, identifiable text structures/ organizational patterns within and across text, and identifying topics and themes across and within	2.a3 Principal, Assistant Principal, Reading Coach	2.a3 Ongoing classroom assessments focusing on students' ability to use critical thinking strategies along with grade-level texts and have the ability to identify author's purpose for writing, identify main idea/message (stated and implied), and identify text structures. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	2.a3 Formative: Monthly Assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment

		texts.			

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:	The results of the 2012 Florida Alternate Assessment indicat 59% of the students scored between 7 and 9. Our goal for the 2012-2013 school year is to increase the level of students scoring between 7 and 9 by 3 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (10)	62% (11)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The area that has been identified as a barrier is the students' ability to master and generalize specific skills derived instruction and practice.	2b.1. Train teachers to effectively implement Access Points. In addition, the students will be guided to read fiction, nonfiction and informational text to identify the differences.	2b.1. Principal, Assistant Principal, Reading Coach	2b.1. Ongoing classroom assessments focusing on the students' ability to read a selection multiple times in an effort to respond to comprehension questions correctly. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	2b.1. Formative: Monthly Assessments Summative: 2013 Florida Alternate Assessment (FAA)

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 61% 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 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (57)	66% (61)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.a1. As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains increased by 7% percentage points when compared to the 2011 administration of the	3.a1. Update computer lab schedule to ensure SuccessMaker is implemented with fidelity five times per week per student.	3a.1 Principal, Assistant Principal, Reading Coach	3a.1. Review SuccessMaker reports on a weekly basis to ensure students are making adequate progress. The Leadership Team will utilize FCIM to analyze data on a monthly basis	3a.1. Formative: SuccessMaker reports. Summative: 2013 FCAT 2.0 Assessment.

	FCAT Reading Test. Students Making Learning Gains: 2012: 61% 2011: 54% 2010: 50% 2009: 67% 2008: 60%			to ensure progress is being made.
2	3a.2. Limited implementation of Accelerated Reader to increase independent reading may hinder progress.	3a.2 Establish an Accelerated Reader reward system for students each time they take and pass five quizzes. Develop a reward system for classes with the highest Accelerated Reader points.	3a.2 Assistant Principal, Classroom teachers	3a.2 Monitor Accelerated Reader reports on a daily basis to ensure students are making adequate progress. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made.	3a.2. Formative: Accelerated Reader Reports Summative: 2013 FCAT 2.0 Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate that 61% 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 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (6)	66% (7)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. As noted on the 2012 administration of the FAA, the number of students making learning gains increased by 5 percentage point when compared to the 2011 administration of the FAA.	3b.1. Ensure all classes with ASD are scheduled into the computer lab for implementation of SuccessMaker with fidelity five days a week per student.	3b.1. Media Specialist, Assistant Principal	3b.1. The Leadership Team will utilize FCIM to analyze and review SuccessMaker reports on a weekly basis to ensure students are making adequate progress. The Leadership Team will utilize FCIM to analyze data on a monthly basis to ensure progress is being made. Then courses will be created within the SuccessMaker program will customized to reteach areas of deficiencies.	3b.1. Formative: SuccessMaker reports. Summative: 2013 FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	Reading Goal #4a: The results of the 2012 FCAT Reading Test indicate that 76% of students in the lowest 25% made learning gains.

	Reading Goal #4:	Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 5 percentage points to 81%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	76% (N<30)	81% (N<30)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased by 19 percentage points. Students are in need of remediation and intervention. These students require a structured tutoring tool implemented with fidelity.	Implement a push-in and pull-out tutorial program utilizing SuccessMaker four to five days per week per student.	4a.1. Assistant Principal, Reading Coach	4a.1. Classroom walkthroughs. The Leadership Team will utilize FCIM to analyze data and review progress on a biweekly basis to ensure students are responding to the intervention being provided and adjust intervention as needed.	4a.1. Formative: SuccessMaker Reports Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	Reading Goal #5A: Our goal is to decrease by 50% of the non-proficient students from the baseline 2011 to the administration of 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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 2012 FCAT Reading Test indicate that 36% of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (49)	49% (67)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

1	Black: As noted on the 2012 administration of the FCAT Reading Test, the Black subgroup did not make AMO. Appropriate placement of students in intervention and monitoring with fidelity has been an obstacle.	5B.1. Utilizing current data identify students and place in intervention and monitor student progress on a monthly basis with fidelity.	5B.1. Assistant Principal, Reading Coach	5B.1. The Leadership Team will utilize FCIM to analyze and will meet monthly with interventionists to monitor student progress and the effectiveness of program delivery using data from intervention assessments.	5B.1. Formative: FAIR, District, and School-site assessment data. Summative: 2013 FCAT 2.0 Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading Goal #5D: The results of the 2012 FCAT Reading Test indicate that 47% of the students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (10)	57% (13)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the 2012 administration of the FCAT Reading Test, the Students with Disabilities subgroup did not make AMO. Appropriate placement of students in intervention and monitoring with	5D.1 Utilizing current data identify students and place in intervention during the first two weeks of the 2012-2013 school year and monitor student progress on a monthly basis with fidelity.	5D.1. Assistant Principal, Reading Coach	5D.1. The Leadership Team will utilize FCIM to analyze and meet monthly with interventionists to monitor student progress and the effectiveness of program delivery using data from intervention assessments.	5D.1. Formative: FAIR, District, and School-site assessment data. Summative: 2013 FCAT 2.0 Assessment.

	fidelity has been an obstacle.			

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:	Reading Goal #5E: The results of the 2012 FCAT Reading Test indicate that 39%% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by11 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (56)	50% (72)

<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>5E.1.
As noted on the 2012 administration of the FCAT Reading Test, the Economically Disadvantaged subgroup did not make AMO.

Appropriate placement of students in intervention and monitoring with fidelity has been an obstacle.</td><td>5E.1.
Utilizing current data identify students and place in intervention during the first two weeks of the 2012-2013 school year and monitor student progress on a monthly basis with fidelity.</td><td>5E.1.
Assistant Principal, Reading Coach</td><td>5E.1.
The Leadership Team will utilize FCIM to analyze and meet monthly with interventionists to monitor student progress and the effectiveness of program delivery using data from intervention assessments.</td><td>5E.1.
Formative: FAIR, District, and School-site assessment data.

Summative: 2013 FCAT 2.0 Assessment.</td></tr>
</table>

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
Utilizing Access Points	K-5 ESE Teachers	Assistant Principal	K-5 ESE Teachers	October 26, 2012	Classroom Walkthroughs and Lesson Plans	Administrative Team
Effective Implementation of the Instructional Focus Calendar	K-5 Reading Teachers	Assistant Principal, Reading Coach	K-5 Reading Teachers	September 5, 2012	Lesson Plans, Classroom Visits	Administrative Team Reading Coach
Implementing Effective Data Chats with your Students	K-5 Reading Teachers	Assistant Principal, Reading Coach	K-5 Reading Teachers	September 5, 2012	Classroom Visits, Student Data Binder	Administrative Team Reading Coach
Using FAIR Data to implement Small Group Instruction	K-5 Reading Teachers	Assistant Principal, Reading Coach	K-5 Reading Teachers	September 26, 2012	Classroom walkthroughs and discussions documented during Professional Learning Community meetings	Administrative Team Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Replenish & Replace Existing Headphones in Computer Lab	Headphones for FAIR Testing and Accelerated Reader	EESAC	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers in the documentation process when referring students through the RtI process	RtI Manual	Title 1	$75.00
			Subtotal: $75.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $575.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA Goal #1: The results of the 2012 CELLA Test show that 33% of the ELL students made satisfactory progress in Listening/Speaking. The goal for the 2012-2013 school year is to increase proficiency in the ELL subgroup by 5%.

2012 Current Percent of Students Proficient in listening/speaking:
33% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. As noted on the administration of the CELLA Test, ELL	1.1. For speaking, teachers will focus on conversational	1.1. Administrators will review and analyze data from	1.1. Monthly benchmark assessments and intervention	1.1. Formative: FAIR, District Interim Assessments

1	students did not make satisfactory progress. Students have language difficulties and a reluctance to speak English. Students have difficulty in actively participating in discussions.	extended speech and short talks. Pull-out programs will be established for the primary opportunity to participate in conversation on a weekly basis. For listening, teachers will focus on the language experience approach where students will produce language in response to first-hand, multi-sensorial experiences	monthly benchmark assessments. In addition, utilize the FOCUS website to support FCIM and provide teachers with a quick snapshot of student progress.	assessments will be reviewed to determine student mastery for enrichment or remediation needs.	Summative: 2013 CELLA Test

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:	CELLA Goal #2: The results of the 2012 CELLA Test show that 27% of the ELL students did make satisfactory progress in Reading. The goal for the 2012-2013 school year is to increase proficiency in the ELL subgroup by 3%.
2012 Current Percent of Students Proficient in reading:	
27% (3)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. As noted on the administration of the CELLA Test, ELL students did not make satisfactory progress. Students have difficulties in the areas of vocabulary and grammar.	2.1. Teachers will focus on root words, affixes, synonyms, antonyms, words in context, and strategies for utilizing context clues.	2.1. ELL Chair and Administrators	2.1. Monthly benchmark assessments and intervention assessments will be reviewed to determine student mastery for enrichment or remediation needs.	2.1. Formative: FAIR, District Interim Assessments Summative: 2013 CELLA Test

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: The results of the 2012 CELLA Test show that 8% of the ELL students did make satisfactory progress in Writing. The goal for the 2012-2013 school year is to increase proficiency in the ELL subgroup by 5%.
2012 Current Percent of Students Proficient in writing:	
8% (1)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. As noted on the administration of the CELLA Test, students have difficulty in the areas of descriptive writing, elaborating, figurative language, revising and editing.	3.1. Teachers will focus on composition of sentences and paragraphs, support and conventions.	3.1. ELL Chair Reading Coach Administrators	3.1. Monthly writing assessments and teacher created assessments will be reviewed to provide support or remediation in the Writing process	3.1. Formative: District Interim Assessments Summative: 2013 CELLA Test

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.	The results of the 2012FCAT Mathematics Test indicate that 31% (45) of students achieved Level 3 proficiency.
Mathematics Goal #1a:	Our goal for the 2012-2013school year is to increase level 3 student proficiency by 1 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (45)	32% (46)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<td></td>
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<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for grade 3 was in the content cluster of Fractions.

Students demonstrate difficulty in the understanding of fraction concepts.</td>
<td>1a.1.
Provide grade-level appropriate activities that promote fraction concepts through the use of manipulatives and additional resources such as SuccessMaker to provide engaging opportunities for practice and problem solving</td>
<td>Principal, Assistant Principal</td>
<td>1a.1.
Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding of how to utilize fraction concepts.

The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.</td>
<td>1a.1.
Formative: Monthly assessments and Quarterly District Interim Assessments

Summative: 2013 FCAT 2.0 Assessment</td>
</tr>
<tr>
<td>2</td>
<td>1a.2.
The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for grade 4 was in the content cluster of Number and Operations.

Students demonstrate difficulty in understanding strategies and solving problems</td>
<td>1a.2.
Provide grade-level appropriate activities that promote number and operations concepts through the use of manipulatives and provide engaging opportunities for practice</td>
<td>1a.2.
Principal, Assistant Principal</td>
<td>1a.2.
Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding of how to utilize number and operations concepts.

The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.</td>
<td>1a.2.
Formative: Monthly assessments and Quarterly District Interim Assessments

Summative: 2013 FCAT 2.0 Assessment</td>
</tr>
</table>

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:	Mathematics Goal #1b: The Mathematic results of the 2012 Florida Alternate Assessment indicated that 53% (9) of students achieved a Level 4-6. Our goal for the 2012-2013 school year is to increase student the percent of students scoring at Achievement Levels 4-6 by 5 percentage points to 58% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (9)	58% (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	1b.1. The area which has been identified as a barrier is the students' ability to acquire and maintain specific academic skills derived from instruction and practice with moderate success hindering the achievement of an independent level.	1b.1. Train teachers to effectively identify and implement Access Points including delivering instructional levels of complexity in a manner that will elevate students' progression through the achievement spectrum. In addition, opportunities to maintain academic skills will be increased by the implementation of maintenance lessons and by individually customizing the intervention and enrichment program Successmaker.	1b.1. Principal, Assistant Principal	1b.1. Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding . The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	1b.1. Formative: Monthl assessments Successmaker Usage and Progress Reports Summative: 2013 Florida Alternative Assessment
2	1b.2. Additional instructional time can be limited as a result of related services such as Physical Therapy, Speech, Language, Occupational Therapy, etc	1b.2. Students must have continuous review/practice when learning math concepts. Instructional time for review and intervention will be monitored by Leadership team to ensure that additional allocated time is appropriately utilized to reinforce concepts.	1b.2. Principal, Assistant Principal	1b.2. Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	1b.2. Formative: Monthl assessments Successmaker Usage and Progress Reports Summative: 2013 Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Mathematics Goal #2a: The results of the 2012 FCAT Mathematics Test indicate tha 19% (27) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain the

			percent of students in at proficiency levels levels 4 and 5 at 19% (28)

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (27)	19% (28)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area which showed minimal growth and would require students in grade 3-5 to improve or maintain performance as noted on the 2012 administration of the FCAT Mathematics Test was in the content cluster area of Number and Operation in grades 3—4, and in Expressions, Equations, and Statistics in Grade 5. Students demonstrate difficulty in understanding of Number and Operation concepts in grades 3—4, and in Expressions, Equations, and Statistics concepts in Grade 5.	2a.1. Use school focus calendar to instruct lessons and conduct on-going data chats with students. These chats will be initiated by teachers to promote and engage students in tracking and monitoring their individual progress throughout each of the content clusters.	2a.1. Principal, Assistant Principal	2a.1. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding of how to utilize geometry and measurement concepts. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	2a.1. Formative: Monthl assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 FAA Mathematics Test indicate that 35% (6) of students achieved level 7-9 proficiency. Our goal for the 2012-2013 school year is to increase the percent of students at proficiency levels levels 7-9 to 38% (6)
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	38% (6)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2b.1. The area which has been identified as a barrier is the students' ability to maintain specific academic skills derived from instruction and practice with moderate success hindering the ability for fifth grade	2b.1. Train teachers to effectively identify and implement Access Points including delivering instructional levels of complexity in a manner that will elevate or maintain students' progression through the	2b.1. Principal, Assistant Principal	2b.1. Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on	2b.1. Formative: Monthl assessments SuccessMaker Usage and Progress Reports Summative: 2013 Florida

1	students to maintain an independent achievement level.	achievement spectrum. In addition, The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).		students' understanding and acquisition of Access Points. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	Alternative Assessment
2	2b.2. Additional instructional time can be limited as a result of related services such as Physical Therapy, Speech, Language, Occupational Therapy, etc.	2b.2. Train teachers to effectively identify and implement Access Points including delivering instructional levels of complexity in a manner that will elevate or maintain students' progression through the achievement spectrum. In addition, The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2b.2. Principal, Assistant Principal	2b.2. Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding and acquisition of Access Points. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	2b.2. Formative: Monthly assessments SuccessMaker Usage and Progress Reports Summative: 2013 Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3a: The results of the 2012 FCAT Mathematics Test indicate that 79% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percent of students making learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (72)	84% (76)

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	3a.1. As noted on the 2012 administration of the FCAT Mathematics Test, the percent of students making learning gains increased by 17 percentage points when compared to the 2011 administration of the FCAT Mathematics Test. Students Making Learning Gains: 2011: 62% 2010: 44%	3a.1. Use math manipulatives to provide students with hands-on experiences to facilitate the conceptual learning and understanding of grade-level appropriate mathematics concepts and apply the learning to solve real-world problems; provide hands-on experiences utilizing manipulatives.	3a.1. Principal, Assistant Principal	3a.1. Walkthroughs along with monthly data chats with teachers and coaches relating to on-going student performance will allow the administration to determine the effectiveness of the strategy. If strategy proves to be ineffective, the team will reconvene and create, implement and monitor a new strategy.	3a.1. Formative: Monthly assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment

2009: 59% 2008: 54%	The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.

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:	Mathematics Goal #3b: The results of the 2012-2013 FAA Mathematics Test indicate that 60% of students made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	70% (7)

<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>3b.1.
The area which has been identified as a barrier is the students' ability to maintain specific academic skills derived from instruction and practice with moderate success hindering a sequential developmental progress.</td>
<td>3b.1.
Teachers to effectively identify and implement Access Points including delivering instructional levels of complexity in a manner that will elevate or maintain students' progression through the achievement spectrum. In addition, opportunities to maintain academic skills will be increased by the implementation of maintenance lessons and by individually customizing the intervention and enrichment program Successmaker.</td>
<td>3b.1.

Principal, Assistant Principal</td>
<td>3b.1.

Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding and acquisition of Access Points.

The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.</td>
<td>3b.1.

Formative: Monthly assessments SuccessMaker Usage and Progress Reports

Summative:
2013 Florida Alternative Assessment</td>
</tr>
</table>

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:	Mathematics Goal #4a: The results of the 2012 FCAT Mathematics Test indicate that 88% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 5 percentage points to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (N<30)	93% (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	4a.1. As noted on the administration of the 2012 FCAT Mathematics Test, the number of students in the lowest 25% making learning gains increased by 18 percentage points. Students are in need of remediation and intervention in the area of Numbers and Operation concepts. These students require intervention implemented with fidelity	4a.1. A mathematics interventionist will Utilize SuccessMaker Math to provide differentiated instruction to students with an evidenced-based intervention tool to help increase their mastery in the areas of Numbers and Operation. Ensure the schedule is followed and the program is delivered with fidelity.	4a.1. Principal, Assistant Principal	4a.1. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding of Number and Operation concepts. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	4a.1. Formative: Monthly assessments and Quarterly District Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Mathematics Goal #5A: Our goal is to decrease by 50% of the non-proficient students from the baseline 2011 to the administration of 2017 FCAT 2.0

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 50% of the students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (68)	53% (72)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 56% of the students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (12)	57% (13)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 53% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 1 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (76)	54% (78)

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				

End of Elementary School Mathematics Go

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	K-5	Mathematics Liaison	K-5 Mathematics Teachers	September 5, 2012	Classroom Visits	Principal Assistant Principal
Utilizing Data to drive Instruction/ Understanding Content Limits	3-5	Assistant Principal	3-5 Mathematic Teachers	September 5, 2012	Classroom Walkthroughs	Principal Assistant Principal
Differentiated Instructional Practices in Mathematics	K-5	Mathematics Liaison	K-5 Mathematics Teachers	November 6, 2012	Classroom Visits, On-going progress monitoring reports	Principal Assistant Principal
Utilizing Access Points	K-5 ESE Teachers	Assistant Principal	K-5 ESE Teachers	October 26, 2012	Classroom Walkthroughs and Lesson Plans	Administrative Team
Utilization of manipulative to enhance understanding of concepts through hands-on mathematics	K-5	Mathematics Liaison	K-5 Mathematics Teachers	October 26, 2012	Observation of center use and documentation in lesson plans	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1	On-Target	Title 1	$3,500.00
			Subtotal: $3,500.00
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: $3,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science Goal #1a: On the 2012 administration of the Science FCAT, 36% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 40% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (17)	40% (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	1a.1. The area of deficiency according to three year trend data has been Nature of Science: Scientific Thinking and Physical and Chemical Sciences. Students need to develop higher order thinking skills in order to strengthen and increase levels of proficiency.	1a.1. Provide students with opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.	1.1. Principal, Assistant Principal	1a.1. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' progress. The data will enable us to modify instructional focus calendars and professional development needs. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	1.1. Formative: School site assessments. Summative: 2013 FCAT Science 2.0 Assessment.
	1a.2. The area of deficiency according to three year trend data has been Nature of Science: Scientific Thinking and Physical and Chemical Sciences. The ability	1a.2. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, ad explain concepts related to energy,	1a.2. Principal, Assistant Principal	1a.2. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as	1a.2. Formative: School site assessments. District Interim Assessments Summative: 2013 FCAT Science

| | | | | ongoing classroom monitoring focusing on students' progress. The data will enable us to modify instructional focus calendars and professional development needs.

The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress. | 2.0 Assessment. |

(Row number "2" appears in the leftmost column of the above partial row. "to conduct teacher demonstrated and student centered laboratory activities has been an obstacle." appears in column 2; "force, and motion." in column 3.)

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:	Science Goal #1b: The Science results of the 2012 Florida Alternate Assessment indicated that 40% (4) of students achieved a Level 4-6. Our goal for the 2012-2013 school year is to increase the percent of students scoring at Achievement Levels 4-6 by 5 percentage points to 58% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	45% (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
1	The area which has been identified as a barrier is the students' ability to acquire and maintain specific academic skills derived from instruction and practice with moderate success hindering the achievement of an independent level.	1b.1. Instruction must be hands on so students can manipulate and explore actions and outcomes. Students must have continuous review/practice when learning science concepts.	1b.1. Principal, Assistant Principal	1b.1. Monthly assessment results will be analyzed by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding. 1b.1. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	1b.1. Formative: Monthly assessments Summative: 2013 Florida Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2a: On the 2012 administration of the Science FCAT, 11% of students scored above proficiency (FCAT Level 4 and 5).

			The expected level of performance for 2013 is 12% at Levels 4 and 5.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (5)	12% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. 2012 FCAT results indicate that students achieving above proficiency in science require additional support and enrichment in the areas of Nature of Science: Scientific Thinking and Physical and Chemical Science.	2a.1. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical and Chemical Sciences.	2a.1. Principal, Assistant Principal	2a.1. Monthly assessment results will be analyzed through the use of EduSoft by teachers and administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' progress. The data will enable us to modify instructional focus calendars and professional development needs. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	2a.1. Formative: School site assessments. District Interim Assessments Summative: 2013 FCAT Science 2.0 Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Science Goal #2b: The Science results of the 2012 Florida Alternate Assessment indicated that 50% (5) of students achieved a Level 7-9. Our goal for the 2012-2013 school year is to increase the percent of students scoring at Achievement Levels 7-9 by 3 percentage points to 53% (5).

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5)	53% (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
	2b.1. The area which has been identified as a barrier is the students'	2b.1. Train teachers to effectively implement Access Points and	2.1. Principal, Assistant Principal	2b.1. Monthly assessment results will be analyzed by teachers and	2b.1 Formative: School site assessments.

1	ability to maintain specific academic skills derived from instruction and practice with moderate success hindering the ability for fifth grade students to maintain an independent achievement level.	incorporate the use of text and pictures for exploration and identification of key scientific concepts during instruction.		administrators during professional learning community meetings as well as ongoing classroom monitoring focusing on students' understanding and acquisition of Access Points. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress	District Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to Include student centered Laboratory Activities during instruction	K - 5	Assistant Principal	K- 5 Science Teachers	November 6, 2012	Classroom Visits, Lesson Plans, and discussions documented during Professional Learning Community meetings	Administrative Team
Utilizing Access Points	K-5 ESE Teachers	Assistant Principal	K-5 ESE Teachers	October 26, 2012	Classroom Walkthroughs and Lesson Plans	Administrative Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1A & 2A	Science Coach Workbooks	School-Based	$600.00
			Subtotal: $600.00
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

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:	Writing Goal #1a: Results of the 2012 FCAT Writing Test indicate that 80% of students achieved level 3 or higher. Our goal for the 2012-2013 school year is to increase the level of proficiency by 2 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (36)	82% (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
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was sentence elaboration, organization patterns, and language conventions. Students lack the ability needed to spell words correctly, elaborate on, and organize ideas.	1a.1. Students will engage in differentiated instruction during writing instruction by utilizing graphic organizers (timelines, storyboards, etc.) to prioritize ideas that address the topic and students will be exposed to writing strategies that support sentence elaboration such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words. Students will engage in editing activities utilizing conventional spelling of sight words and spelling patterns, and then applies these patterns to other spelling generalizations.	1a.1. Assistant Principal, Reading Coach	1a.1. Administer and score students' monthly writing prompts to monitor students' progress and adjust focus as needed. The Leadership Team will utilize FCIM to analyze data and review progress on a monthly basis to ensure students are making adequate progress.	1a.1. Formative: Students' scores on monthly writing assessments Summative: 2013 FCAT Writing 2.0 Assessment

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"There's a Six in You" writing strategy workshop	4th Grade/ Writing	Grade Level Chair	4th Grade Teachers	October 26, 2012	Student work samples and lesson plans	Principal, Assistant Principal
Effective Writing Techniques with Rubrics and Anchor Papers	4th Grade/ Writing	Maricela Landin	4th Grade Teachers	September 26, 2012	Student portfolios, writing samples, and journals	Principal, Assistant Principal
Utilizing Access Points	K-5 ESE Teachers	Assistant Principal	K-5 ESE Teachers	October 26, 2012	Classroom Walkthroughs and Lesson Plans	Administrative Team

Writing Budget:

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

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance Goal #1: Our goal for this year is to increase attendance to 96.47% by minimizing absences due to illnesses and truancy In addition, our goal for this year includes decreasing the number of students with 10 or more absences and tardiness by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.97% (345)	96.47% (347)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
96	91
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
84	80

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The percent of students identified as having 10 or more absences increased by 21% (23) from the previous school year. Absences due to illness have been found to be the most common reason for student truancy. Tardies due to the new school hours where primary students' school day begins earlier than the intermediate grades.	1.1. Identify and refer students with three or more absences to the Truancy Child Study Team (TCST) to immediately target and provide intervention services to both students and parents. In addition, the school will initiate a school-wide attendance incentive program that will reward students who maintain or improve attendance.	1.1. Assistant principal, School Counselor	1.1. Weekly updates to Administration by the TCST staff and office staff. The Leadership Team will utilize FCIM to analyze data from COGNOS and review progress on a monthly basis to ensure student absences and tardies are decreasing.	1.1. TCST logs and Attendance Rosters
	1.2.	1.2.	1.2.	1.2.	Attendance

2	The school's increase in achievement has provoked an interest for parents of students living out of area to transfer into Olinda. The school has found that the majority of students with excessive tardies are out-of-area students.	School-based services will be offered to parents with specific emphasis on students who have been found to be excessively tardy. Meetings will be held with parents of students who exhibit 5 or more tardies and services will be documented utilizing the Student Case Management System.	Principal, Assistant Principal and School Counselor	Administrators will monitor attendance log as well as review attendance trends of students who have been previously identified as excessively tardies.	rosters.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Prevention	K-5/ Attendance	Attendance Services Staff	All teachers, counselor and attendance clerk	September 17, 2012 Teacher Planning Day October 26, 2012- Teacher Planning Day February 1, 2013 – Teacher Planning Day	A Truancy Intervention Program will be developed during the PD. The Assistant Principal will monitor the implementation of this program by teachers and staff.	Assistant Principal and counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with improved attendance.	School-based	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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 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
10	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	8

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of outdoor suspensions decreased by 12% (2) from the 2010-2011 school year to the 2011-2012 school year. However, more opportunities for students to recognized and encouraged for positive behavior must be identified.	1.1. Implement a school-wide Positive Behavior Support (PBS), a discipline program to help promote and ensure a safe school environment for students and staff; and to facilitate positive behavior changes by promoting instruction and strategies that will promote and encourage appropriate behavior.	1.1. Principal, Asistant Principal, PBS Team	1.1. Monitor RtI-B Database System as well as COGNOS reports in an effort to ascertain progress.	1.1. RtI-B Database System and Monthly COGNOS suspension reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Refresher Training	Grade K-5	PBS Team Leader	School-Wide	October 2012	Utilize classroom walkthroughs to monitor implementation of the school-wide PBS system.	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1.1 PBS School-Wide System	Provide incentives for students recognized as following rules and school-wide expectations.	PTA	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1.1 PBS School-Wide System	The RtI-B Database	District	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $1,000.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To provide intervention and/or enrichment in Reading, Math, and Science.	Hourly Teacher	Title I	$7,200.00
To assist in increasing parental involvement through school based activities and services.	Hourly Community Involvement Specialist	Title I	$9,000.00
To provide support,modeling, professional development intervention and/or enrichment in Science.	Teacher	Title I	$60,000.00
To purchase resources that will assist in supporting school-wide achievement.	Supplies	Title	$950.00
			Subtotal: $77,150.00
			Grand Total: $77,150.00

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:	STEM Goal #1: The goal for the 2012-2013 school year is to initiate the development an effective STEM realization plan that will enable the school to begin full implementation of a STEM program for the 2013-2014 school year. Our school - wide STEM integration will include students that scored Level 4 and 5 in science and mathematics on the 2012 FCAT Assessments

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1.1. Students will incorporate language arts, social science, mathematics, and science benchmarks through project-based learning by participating in the Reading Club, Mathematics Club and Science Club. In addition, the school will implement a hands-on Science Camp and School-Wide Science Fair to reinforce essential science skills.	Principal, Assistant Principal Science Liaison	1.1. Student writing samples compiled within their journal. Physical observation of science projects will be utilized to determine mastery of benchmarks.	1.1. Formative: Student journals, chapter and quarterly exams to assess relevant benchmarks Summative: FCAT 2.0 Science Assessment

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Goal 1	On-Target	Title 1	$3,500.00
Science	Goal 1A & 2A	Science Coach Workbooks	School-Based	$600.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance.	School-based	$1,000.00
Suspension	Goal 1.1 PBS School-Wide System	Provide incentives for students recognized as following rules and school-wide expectations.	PTA	$500.00
				Subtotal: $5,600.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Replenish & Replace Existing Headphones in Computer Lab	Headphones for FAIR Testing and Accelerated Reader	EESAC	$500.00
Suspension	Goal 1.1 PBS School-Wide System	The RtI-B Database	District	$500.00
				Subtotal: $1,000.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Train teachers in the documentation process when referring students through the RtI process	RtI Manual	Title 1	$75.00
				Subtotal: $75.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	To provide intervention and/or enrichment in Reading, Math, and Science.	Hourly Teacher	Title I	$7,200.00
Parent Involvement	To assist in increasing parental involvement through school based activities and services.	Hourly Community Involvement Specialist	Title I	$9,000.00
Parent Involvement	To provide support,modeling, professional development intervention and/or enrichment in Science.	Teacher	Title I	$60,000.00
Parent Involvement	To purchase resources that will assist in supporting school-wide achievement.	Supplies	Title	$950.00
				Subtotal: $77,150.00
				Grand Total: $83,825.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃞ Priority	⃞ Focus	⃞ Prevent	⃞ NA

Are you a reward school: ⃞ Yes ⃞ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We project that SAC funds will be utilized to support instruction through the purchase of supplies and/or instructional resources.	$1,400.00

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

The SAC will meet during regualarly scheduled meeting times.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
OLINDA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	65%	95%	17%	232	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	54%	62%			116	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					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
OLINDA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	51%	84%	29%	210	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	50%	44%			94	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?	53% (YES)	60% (YES)			113	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					417	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested