FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ZORA NEALE HURSTON ELEMENTARY SCHOOL

District Name: Dade

Principal: Isabel G. Valenzano

SAC Chair: Sonia Fernandez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

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	Isabel G. Valenzano	Elementary Education Bachelors of Science Media Specialist- Masters of Science Certified in Educational Leadership, Elementary Education and Educational Media	2.5	8.5	'12 '11 '10 '09 '08 School Grades A A A A C High Standards-Rdg 68 86 80 86 43 High Standards-Math 66 87 75 88 55 Lmg Gains-Rdg 83 71 67 61 53 Gains-R-25 91 70 65 67 55 Gains-M-25 80 63 65 70 87
		Bachelor of Science Degree- Elementary Education (1-6) Certified in Elementary Education and			'12 '11 '10 '09 '08 School Grades A A A A C High Standards-Rdg 68 86 80 86 43

| Assis Principal | Wanda Cunningham | Educational Leadership

Masters of Science Degree- Nova Southeastern University- Educational Leadership | 3.5 | 7 | High Standards-Math 66 87 75 88 55
Lmg Gains-Rdg 83 71 67 61 53
Lmg Gains-Math 68 70 58 68 72
Gains-R-25 91 70 65 67 55
Gains-M-25 80 63 65 70 87 |

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)

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. Professional Development will be provided to new staff members (mentoring)	Assistant Principal, Professional Development Liaison, Grade Level Teachers	On going	
2	2. Coordinate with local universities/colleges to have student interns/teachers at Zora Neale Hurston Elementary	Principal	On going	

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
Teaching out-of-field .02% (1) and less than an effective rating .02% (1)	Inform teacher of her timeline and professional developments for ESOL endorsement provided by the district

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
53	0.0%(0)	7.5%(4)	54.7%(29)	35.8%(19)	35.8%(19)	98.1%(52)	7.5%(4)	7.5%(4)	75.5%(40)

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (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.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

- A Miami Dade County Police officer will come twice a year to Zora to focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- The counselor visits classrooms to provide bullying prevention curriculum lessons.

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

N/A

Adult Education

N/A

Career and Technical Education

- The second grade students will participate in the KAPOW (Kids and the Power Of Work) program where they will be visited monthly by employees from various companies to gain an understanding of business and industry workforce requirements. The school will implement a Career Day focusing on careers of interest for students.

Job Training

N/A

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.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Zora Neale Hurston's 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. Zora Neale Hurston's 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
• Community stakeholders

3. Zora Neale Hurston's MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions 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?

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

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

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

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

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

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

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

1. The 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.

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

MTSS Implementation

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

Describe the data management system used to summarize tiered data
1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

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

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing professional development for staff on RtI process
3. providing support for school staff to understand basic RtI principles and procedures; and
4. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The district professional development and support will include:

• 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

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Isabel Valenzano
Assistant Principal, Wanda Cunningham
SPED Teacher Representative, Isel Porras
ELL Teacher Representative, Maria Serrano
Primary Grade Teacher Representative, Alonso, Elvira
Primary Grade Teacher Representative, Prieto, Liliana
Primary Grade Teacher Representative, Falcon, Noemi
Intermediate Teacher Representative, Calderon, Jenny
Intermediate Teacher Representative, Martinez, Lori
Intermediate Teacher Representative, McCrink, Christina
Zora Neale Hurston's school-based Literacy Leadership Team (LLT) will be comprised of the principal, assistant principal, and other principal appointees who will serve on this team. The goal of the LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across Zora Neale Hurston. The principal will select team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal, assistant principal, mentor reading teachers, and other principal appointees will serve on this team which will meet once a month.

Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Literacy Leadership Team will:

1. Monitor Reading data and evaluate progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold quarterly team meetings.

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

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

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

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

• creating a collaborative environment that fosters sharing and learning
• developing a school-wide organizational model that supports literacy instruction in all classes
• encouraging the use of data to improve teaching and student achievement

Activities may include:
• Providing materials, resources, assistance to address the concerns of staff and review and share materials among grade levels.
• Attending workshops/conferences on designated topic; these may be held on site and delivered by a staff member.
• Analyzing and reviewing data
• Sharing and reporting

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.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Zora Neale Hurston Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Zora Neale Hurston Elementary School has one Voluntary Prekindergarten (VPK) class, and three prekindergarten classes for Student with Disabilities (SWD). The High-Scope Curriculum is utilized and pre-academic skills are addressed. Pre-K students may be evaluated using the The Houghton Mifflin Early Growth Indicators Benchmark Assessment, the Social Responsiveness Scale, the Phonological and Early Literacy Inventory (PELI), the Batelle Developmental Inventory II, and the Devereux Early Childhood Assessment (DECA). Kindergarten students are evaluated using the FLKRS and the Florida Assessment for Instruction in Reading (FAIR). Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. Staff effectiveness is assessed through Instructional Performance Evaluation and Growth System (IPEGS).

Title I Administration provides for the Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a fulltime highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. This year, the Literacy Express Preschool Curriculum program will be implemented in the VPK

classroom. This program will determine which instructional approach is most effective at enhancing the school readiness of preschool children, with a focus on children who are Spanish-speaking English language learners. The program will involve an evaluation of a research-based and developed comprehensive early childhood curriculum and a variation in the language of instruction used with that curriculum.

The Title 1 VPK class is comprised of 19 regular students and 1 ESE student who is now in a consult status. These students attend school in a full day program. The Houghton Mifflin Early Growth Indicators Benchmark Assessment is used to assess skills three times a year. One (1) Pre-K class, classified as Reverse Mainstream is comprised of developmentally delayed and language impaired students. There are 8 ESE students and 4 role models in that class. One Pre-K class, classified as Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH) is comprised of 6-9 autistic students. This is a self-contained full day model. The students are assigned to the class by the Pre-K ESE office. One ESE class is a half-day program (AM and PM), with 5 ESE students and 10 Role Models in the morning session and the other class has 4 ESE and 8 role models in the afternoon session. This class is made up of students who are identified by the district as needing instruction in a special class because of Autism Spectrum Disorder (ASP). These students are in the LEAP Program at Zora Neale Hurston Elementary School.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 25% of students achieved Level 3 Proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 6 percentage points to 31% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (90)	31% (112)

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. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was in the reporting category of Reading Application. Students lack the ability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	1A.1. Students will use grade-level appropriate texts, both fiction and nonfiction, that contain identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Teachers will implement graphic organizers and open ended questioning that reflect item specifications for Main Idea, Plot, and Purpose during whole group and small group instruction. Implement Reading Plus incentive plan.	1A.1. LLT	1A.1. Data analysis will be used to measure improvement during grade level meetings Utilize the District Pacing Guide Review Quarterly Reading Plus reports	1A.1. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test
	1A.2. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was in the reporting category of Reading Application. Students lack the ability to determine the main	1A.2. Students will use grade-level appropriate texts including Exemplar Texts, both fiction and nonfiction, that contain identifiable author's purpose for writing, including informing, telling a story, conveying a particular	1A.2. LLT	1A.2. Data analysis will be used to measure improvement during grade level meetings Utilize the District Pacing Guide Review Quarterly Reading	1A.2. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

| 2 | idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details. | mood, entertaining or explaining.

Teachers will implement graphic organizers and open ended questioning that reflect item specifications for Main Idea, Plot, and Purpose during whole group and small group instruction.

Implement Reading Plus incentive plan. | | Plus reports | |

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a: | The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 39% of students achieved Level 4 and 5 Proficiency.

Our goal for the 2012-2013 School Year is to increase Levels 4-5 student proficiency by 2 percentage points to 41%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 39% (139) | 41% (148) |

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
	2A.1.

An area of deficiency as noted on the 2011-2012 administration of | 2A.1.

Teachers will implement graphic organizers and open | 2A.1.

LLT | 2A.1.

Data analysis will be used to measure improvement during | 2A.1.

Formative: Interim Assessments |

1	the FCAT Reading Test was in the Reporting Category of Reading Applicatiion. Students lack the ability to determine the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	ended questioning that reflect item specifications for Main Idea and Cause/Effect during whole group and small group instruction. Differentiated Instruction groups will be implemented. Provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading.		grade level meetings Utilize the District Pacing Guide	Summative: Results from 2013 FCAT 2.0 Reading Test

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

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

<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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 83% of students achieved Learning Gains in Reading. Our goal for the 2012-2013 School Year is to increase learning gains by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (199)	88% (211)

<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
	3A.1. An area of deficiency as noted on the 2011-	3A.1. Differentiated Instruction groups will be	3A.1. MTSS/RTI	3A.1. Data analysis will be used to measure	3A.1. Formative: Interim

1	2012 administration of the FCAT Reading Test was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack the practice in identifying the main idea.	implemented. Students will use the SuccessMaker program to improve in the area of main idea.	LLT	improvement during grade level meetings Utilize the District Pacing Guide Review SuccessMaker data report to ensure progress is being made and adjust instruction as needed 3A.2.	Assessments and FAIR assessment Summative: Results from 2013 FCAT 2.0 Reading Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 91% of the lowest 25% achieved learning gains in reading. Our goal for the 2012-2013 School Year is to increase learning gains by 4 percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (56)	95% (58)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A.1. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test	4A.1. Differentiated Instruction groups will be implemented.	4A.1. MTSS/RTI	4A.1. Data analysis will be used to measure improvement during grade level meetings	4A.1. Formative: Interim Assessments and FAIR assessment

1	was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack the practice in identifying the main idea.	Selected students will participate in the SES/ELL after School Tutoring Program Selected students will receive daily interventions for 30 minutes during school hours using the Successmaker program.		Utilize the District Pacing Guide Review SuccessMaker data report to ensure progress is being made and adjust instruction as needed	Summative: Results from 2013 FCAT 2.0 Reading Test

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 # 85 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 77% of students in the white subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 3 percentage points to 80% . The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 67% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 7 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White Subgroup 77% (10) Hispanic Subgroup 67% (229)	White Subgroup 80% (10) Hispanic Subgroup 74% (253)

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	5B.1. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack	5B.1. Differentiated Instruction groups will be implemented. Students will use the SuccessMaker program to improve in the area of main idea.	5B.1. MTSS/RTI	5B.1. Data analysis will be used to measure improvement during grade level meetings Utilize the District Pacing Guide	5B.1. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

	the practice in identifying the main idea.			

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 54% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 6 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(56)	60%(62)

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
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1	5C.1. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack the practice in identifying the main idea.	5C.1. ELL students will participate in the After School Tutoring Program. Waterford Early Learning Program and SuccessMaker will be utilized in grades K-2 for ESOL level 1 and 2 students.	5C.1. MTSS/RTI	5C.1. Data analysis will be used to measure improvement during grade level meetings Utilize the District Pacing Guide	5C.1. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 30% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 15 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(14)	45%(22)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
	5D.1. An area of deficiency	5D.1. Differentiated	5D.1. MTSS/RTI	5D.1. Data analysis will be	5D.1. Formative:

1	as noted on the 2011-2012 administration of the FCAT Reading Test was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack the practice in identifying the main idea.	Instruction groups will be implemented. Students will use the SuccessMaker program to improve in the area of main idea		used to measure improvement during grade level meetings Utilize the District Pacing Guide	Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 65% of students in the ED subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 7 percentage points to 72% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(190)	72%(210)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. An area of deficiency as noted on the 2011-2012 administration of the FCAT Reading Test was in the Reporting Category of Reading Application. An anticipated barrier may be that students lack the practice in identifying the main idea.	5E.1. Differentiated Instruction groups will be implemented. Students will use the SuccessMaker program to improve in the area of main idea.	5E.1. MTSS/RTI	5E.1. Data analysis will be used to measure improvement during grade level meetings Utilize the District Pacing Guide	5E.1. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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
Successmaker	K-5	Emily Brause	K-5 Teachers	September 19, 2012	Independent Activity	Principal
Units of						

| Study for Teaching Reading | 3-5 | Principal | 3-5 Teachers | November 6, 2012 On going | Independent Activity | Principal |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Resources	Exemplar Text	EESAC	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Site License Renaissance Learning	STAR and AR Programs	School Budget	$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading By Lucy Calkin	Units of Study Grades 3-5	School Budget	$250.00
			Subtotal: $250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,250.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA test indicates that 51% of the students were proficient in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

51% (132)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An area of deficiency as noted on the 2011-2012 CELLA was speaking fluently.	1.1. Selected students will participate in Tutoring-afterschool.	1.1. Administrators CELLA Coordinator	1.1. Data analysis will be used to measure improvement during monthly grade level meetings	1.1. Formative-teacher assessment Summative-2013

| | | | | Utilize the District Pacing Guide | 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:	The results of the 2011-2012 CELLA test indicates that 34% of the students were proficient in the Reading.

2012 Current Percent of Students Proficient in reading:

34% (88)

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. An area of deficiency as noted on the 2011-2012 CELLA was reading application.	2.1. Students will build vocabulary using graphic organizers/vocabulary notebooks. Utilize vocabulary word walls with pictures Selected students will participate in Tutoring-afterschool.	2.1. Administrators CELLA Coordinator	2.1. Data analysis will be used to measure improvement during grade level meeting. Utilize the District Pacing Guide	2.1. Formative: Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA test indicates that 30% of the students were proficient in the Writing.

2012 Current Percent of Students Proficient in writing:

30% (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	2.1. An area of deficiency as noted on the 2011-2012 CELLA was students writing complete sentences.	2.1. Students will use new heritage language dictionaries. Selected students will participate in Tutoring-afterschool.	2.1. Administrators CELLA Coordinator	2.1. Teachers will administer monthly writing prompts and report results Data analysis will be used to measure improvement during monthly grade level meetings	2.1. Formative-monthly writing samples Summative-2013 CELLA Test

			Utilize the District Pacing Guide	

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicate that 28% of the students achieved Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 34% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (100)	34% (123)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will work on a daily problem of the day in their math journal.	MTSS/RTI Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	Formative: District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicate that 36% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the Levels 4 and 5 student proficiency by 2 percentage point to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (129)	38% (137)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Create cooperative learning groups to provide students the opportunity to communicate their thinking. Students will use technology to access FCAT explorer and Florida Achieves (FOCUS)and the Go Math Series.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	Formative: District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicates that 68% of students are making learning gains. Our goal for the 2011-2012 school year is to increase student proficiency by 5 percentage point to 73% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (163)	(175)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will use the Success maker program in grades 3-5 as well as the GO Math online resources to differentiate instruction. Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

	Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicates that 80% of the students in the lowest 25% achieved learning gains in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 85% student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (50)	(53)

	Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Selected students will receive daily interventions for 30 minutes during school hours using Succeessmaker. Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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 # 85 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT 2.0 Math Test indicates that 77% of students in the white subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 8 percentage points to 85%. The results of the 2011-2012 FCAT 2.0 Math Test indicates that 65% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 8 percentage points to 73%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White Subgroup 77%(10) Hispanic Subgroup 65%(222)	White Subgroup 85%(11) Hispanic Subgroup 73%(250)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will use the Success maker program in grades 3-5 as well as the GO Math online resources to differentiate instruction. Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Math Test indicates that 57% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 11 percentage points to 68%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:
	57%(59)		68%(70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will use the Success maker program in grades 3-5 as well as the GO Math online resources to differentiate instruction. Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	Formative: District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Math Test indicates that 60% of students in the ED subgroup achieved proficiency. Our goal for the 2012-2013 School Year is to increase student proficiency by 13 percentage points to

		73%.
2012 Current Level of Performance:		2013 Expected Level of Performance:
60%(175)		73%(213)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 3-5 was the reporting categories of Fractions. Students lack the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Students will use the Success maker program in grades 3-5 as well as the GO Math online resources to differentiate instruction. Utilize manipulatives for hands on activities to introduce concepts through discovery as well as demonstrate understanding.	Administration	Conduct Data chats following assessments to review data and adjust curriculum based on data reports Provide time during grade level meetings to share best practices and reflect on additional needs Utilize District Pacing Guide	Formative: District interim assessments reports; student authentic work Summative: Results from the 2013 FCAT 2.0 Mathematics Test

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker	K-5	Emily Brause	Teachers K-5	September 19,2012	Independent Activity	Professional Development Liaison/Administration
Discovery Learning	K-5	Professional Development Facilitator	K-5 teachers	September 28, 2012	Independent Activity	Professional Development Liaison/Administration
Common Core Standards	K-5	Professional Development Facilitator and/lead teacher	K-5 grade teachers	September 20, 2012 On going monthly	Independent Activity	Professional Development Liaison/Administration

Mathematics Budget:

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

			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Online resources	Mimios and projectors	Title 1	$4,000.00
			Subtotal: $4,000.00

Professional Development

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

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT Science indicates that 34% of the students achieved proficiency (FCAT level 3). Our goal is to increase student proficiency by 4 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (41)	38% (45)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 FCAT science test was in Physical Science. Students lack activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and	1A.1. Provide opportunities for students to design and develop science projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science. Utilize the P-SELL	1A.1. Administration	1A.1. Ensure instruction in Science adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides Monitor school based assessments and district interim assessments to ensure adequate progress Conduct Data chats	1A.1. Formative: Interim Assessment Summative: FCAT 2013 Test

| | experimental design in Physical Science. | curriculum support to model lab experiments. | | following assessments to review data and adjust curriculum based on data reports | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science indicates that 13% of the students achieved proficiency (FCAT level 4 or 5). Our goal is to increase student proficiency by 1 percentage points to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (15)	14% (17)

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. The area of deficiency as noted on the 2012 FCAT science test was in Physical Science. Students lack activities for students to design and develop science projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing	2A.1. Provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems. Utilize the Explore Learning (GIZMO) program.	2A.1. Administration	2A.1. Ensure instruction in Science adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides Utilize data from the Florida FOCUS website Monitor school based assessments and district interim	2A.1. Formative: Interim Assessment Summative: FCAT 2013 Test

			assessments to ensure adequate progress
of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science.			Conduct Data chats following assessments to review data and adjust curriculum based on data reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P-Sell	5th/ Science	University of Miami	5th Grade Science Teachers	August 6, 2012`	Independent Activity	Principal
Gizmos	5th/ Science	Mario Junco	5th Grade Science Teachers	November 6, 2012	Independent Activity	Professional Development Liaison Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicates that 88% of our fourth grade students achieved at or above proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving 4.0 by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (114)	89% (116)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. During the 2012 FCAT Writing Test, the fourth grade students demonstrated difficulty in writing specifically in support and conventions.	1A.1. Selected students will be participating in a writing clinic beginning in November to assist students in determining the purpose of the writing based on the intended audience and the plot structure Utilize writing strategies from Lucy Calkin's writer's workshop CD's	1A.1. Administration	1A.1. Teachers will administer monthly writing prompts and report results Data analysis will be used to measure improvement during monthly grade level meetings	1A.1. Formative-monthly writing samples Summative-2013 FCAT 2.0 Writing Test

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

Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies Using Units of Study by Lucy Calkin	Grades K-5	Writing Liaison	Grades K-5 Language Arts Teachers	November 6, 2012	Independent Activity	Professional Development Liaison/ Writing Liaison

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
Writing CD Program	Units of Study K-2	School Budget	$97.00
Writing CD Program	Units of Study 3-5	School Budget	$179.00
			Subtotal: $276.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $276.00

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:	Our goal for this year is to increase attendance to 96.4% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 1percentage point. .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.9% (758)	96.4% (762)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
(31%) 236	(29%)224
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(24%) 181	(24%)172

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. Truancy increased only minimally by .21% from previous year.	1.1. Identify and refer students who may be developing a pattern of nonattendance and/or tardies Utilize a class attendance incentive school wide and implement an Attendance Review Committee to monitor attendance. Referral to school social worker Continually reminding parents through various meetings throughout the year the importance of daily attendance and	1.1. Assistant Principal	1.1. Monthly updates to administration	1.1. Logs and attendance rosters

		punctuality			

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2012-2013 school year, our goal is to implement a school wide discipline plan using the Bully Prevention Program in an effort to decrease the total number of suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	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	1.1. Students are not provided sufficient opportunities to be recognized for positive behavior.	1.1. Utilize the videos Effective Teacher by Harry K Wong for classroom behavior Select students monthly for student of the month Utilize the Bully Prevention program schoolwide	1.1. Administration	1.1. Monitor Cognos reports Create a log of student recognition	1.1. Cognos Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bullying Prevention Program	Pre-K-5	Couselor	School- Wide	February 1, 2013	Sign in Logs	Principal/ Counselor
Effective Teacher Videos by Harry Wong	Pre-K-5	Administration	Pre-K- 5 Teachers	February 1, 2013	Sign in Logs	Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Students will participate in a school wide science fair to prepare students in STEM courses in the future.
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. Students lack activities for students to design and develop science projects to increase scientific thinking and the development and	1.1. Students will participate in weekly hands on labs. Students will participate in a school	1.1. Administration	1.1. Ensure instruction in Science adhere to the depth and rigor of the Next Generation Sunshine State Standards as delineated	1.1. Formative: Interim Assessment Summative: roster with

1	implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science.	wide science fair A Math/Science family night will be held to encourage parental involvement and promote mathematics/science concepts.		in the District Pacing Guides	students who participated

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
Reading	Reading Resources	Exemplar Text	EESAC	$1,000.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Site License Renaissance Learning	STAR and AR Programs	School Budget	$3,000.00
Mathematics	Online resources	Mimios and projectors	Title 1	$4,000.00
				Subtotal: $7,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading By Lucy Calkin	Units of Study Grades 3-5	School Budget	$250.00
Writing	Writing CD Program	Units of Study K-2	School Budget	$97.00
Writing	Writing CD Program	Units of Study 3-5	School Budget	$179.00
				Subtotal: $526.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $8,526.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment **(Uploaded on 10/12/2012)**

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Exemplar Text	$1,000.00
Technology	$3,400.00

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

-develop the School Improvement Plan
-addressing the AYP needs of the school by providing funding for remediation of students in the targeted AYP subgroups
-discuss and develop special events for our school

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ZORA NEALE HURSTON ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	82%	62%	317	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	71%	70%			141	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	63% (YES)			133	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					591	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
ZORA NEALE HURSTON ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	75%	93%	44%	292	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	67%	58%			125	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	65% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested