FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MARJORY STONEMAN DOUGLAS ELEM

District Name: Dade

Principal: Rudy Rodriguez

SAC Chair: Ilene Martinez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Rodolfo Rodriguez	Bachelor: Elem. Education Master: Elem. Ed. Ed. Leadership	5	12	12 11 10 09 08 School Grades A A A A B High Standards – Rdg 62% 82% 84% 81% 80% High Standards - Math 72% 85% 85% 86% 73% Lrng Gains-Rdg 77% 67% 76% 72% 64% Lrng Gains-Math 83% 75% 69% 70% 70% Gains-R-25 79% 65% 69% 61% 44% Gains-M-25 68% 76% 61% 56% 67%
Assis Principal	Aubrey Davis	Bachelor: E CHILD ED, ELEM ED, Master: EMTL HNDCP, ED LEADERSHIP	4	18	12 11 10 09 08 School Grades A A A C C High Standards – Rdg 62% 82% 84% 45% 42% High Standards - Math 72% 85% 85% 77% 70% Lrng Gains-Rdg 77% 67% 76% 51% 51% Lrng Gains-Math 83% 75% 69% 75% 75% Gains-R-25 79% 65% 69% 46% 52% Gains-M-25 68% 76% 61% 68% 68%
					12 11 10 09 08 School Grades A A A A A

Assis Principal	Emily Falcon	Bachelor: ELEM ED, ESOL, PRIMARY ED, Master: ED LEADERSHIP	14	8	High Standards – Rdg 62% 82% 84% 81% 78% High Standards - Math 72% 85% 85% 86% 81% Lrng Gains-Rdg 77% 67% 76% 72% 65% Lrng Gains-Math 83% 75% 69% 70% 69% Gains-R-25 79% 65% 69% 61% 63% Gains-M-25 68% 76% 61% 56% 61%
Assis Principal	Barbara Alfaro	Bachelor: ELEM ED, ESOL, SPEC LEARN DISAB, EMTL HNDCP, ED LEADERSHIP	4	4	12 11 10 09 08 School Grades A A A A A High Standards – Rdg 62% 82% 84% 74% 72% High Standards - Math 72% 85% 85% 70% 70% Lrng Gains-Rdg 77% 67% 76% 67% 65% Lrng Gains-Math 83% 75% 69% 69% 73% Gains-R-25 79% 65% 69% 71% 63% Gains-M-25 68% 76% 61% 62% 69%

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.

	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)
No data submitted					

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. Partnership with Miami Dade Community College and Florida International University School of Education/Field Experience and Internship Programs.	Assistant Principal	Ongoing	
2	2. Mentoring of After School Care Counselors who are pursuing careers in education.	Assistant Principal	Ongoing	

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
NA	NA

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

78	0.0%(0)	15.4%(12)	38.5%(30)	46.2%(36)	44.9%(35)	84.6%(66)	9.0%(7)	14.1%(11)	83.3%(65)

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
NA	NA	NA	NA

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

At Marjory Stoneman Douglas Elementary School services are provided to ensure students requiring additional remediation are assisted through push-in and pull- out tutoring as well as before and after-school programs. The district coordinates with Title III in ensuring ELL students' needs are provided. 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 Liaisons develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Literacy Leadership Team along with grade level chairpersons 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 classroom teachers to identify appropriate, evidence-based intervention strategies; assists 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. Other components that are integrated into the school-wide program include an extensive Parental Program, School wide Service Learning projects and special support services to special needs populations such as ELL and SWD. The Title I ELLIS Lab is also available to all ELL students.

Title I, Part C- Migrant

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

Title I, Part D

NA

Title II

Marjory Stoneman Douglas Elementary School uses supplemental funds provided by the District 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

Marjory Stoneman Douglas Elementary School uses its Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• behavioral/mental counseling services
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials
• hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Marjory Stoneman Douglas Elementary School offers a non-violence and anti-drug program to students that incorporate field trips and counseling. Furthermore, through a school wide Service Learning/Character-Ed project, topics such as bullying are taught as the regular curriculum. Furthermore, counselors conduct classroom lessons on bullying prevention to include internet safety. Finally, fifth grade students receive D.A.R.E. lessons through the Miami Dade Police Department.

Nutrition Programs

1) Marjory Stoneman Douglas Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Furthermore, Marjory Stoneman Douglas Elementary School is part of the Alliance for a Healthier Generation Healthy Schools program which promotes healthy eating habits.

Housing Programs

NA

Head Start

NA

Adult Education

Marjory Stoneman Douglas Elementary School is not a secondary school and therefore does not offer any Adult Education Courses, however, in a partnership with Miami Coral Park Adult Education Program, English language courses are offered to the community during regular (daytime) school hours. Moreover, Bilingual Parent Outreach Program workshops are held monthly to inform parents on issues their children may be facing.

Career and Technical Education

Marjory Stoneman Douglas Elementary School holds an annual week long Career Week which acts as a culminating activity for ongoing research and development of a school to career correlated curriculum.

Job Training

NA

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, parent organizations such as Parent Information and Resource Centers (PIRC) of Florida and other referral organizations and services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, Bilingual Parent Outreach Program seminars, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

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.

Identify the school-based MTSS Leadership Team.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Assistant Principals: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Grade Level Chairs (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.
Reading Coach, Mathematics and Science Liaisons:
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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?

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The following steps will be considered by Marjory Stoneman Douglas Elementary Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

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

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

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

3. The team meets once a month to engage in the following activities:
- 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. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

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

Assist with monitoring and responding to the needs of subgroups within the expectations for 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?

The MTSS Leadership Team members attend EESAC meetings and provide input and feedback to help develop the SIP. The team monitors and adjusts data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needs to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

MTSS Implementation

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

Frequency of Data Days: monthly for data analysis. Data will be used to adjust the delivery of curriculum and instruction to meet the specific needs of the students; adjust the delivery of behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

Managed data to 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.

Staff members of Marjory Stoneman Douglas Elementary School have been strongly encouraged to enroll in the online RtI course offered by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (www.florida-rti.org) Follow up PLCs will be offered to all staff members during the 2012-2013 school year. Continued training for all administrators in the 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. Finally, the MTSS team will evaluate additional staff PD needs during monthly MTSS Leadership Team meetings.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

RMembers of the Literacy Leadership Team at Marjory Stoneman Douglas Elementary School include:
Rudy Rodriguez, Principal
Barbara Alfaro, Assistant Principal
Emily Falcon, Assistant Principal
Aubrey Davis, Assistant Principal
Denise Formoso-Reading Liaison
Ilene Martinez, Math Liaison, EESAC Chair
Barbie Lengomin, Interventions, Bilingual Coordinator
Mionsha Gay, Media Specialist
Christopher Rambo, UTD Steward

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

The Literacy Leadership Team at Marjory Stoneman Douglas Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction.
Rudy Rodriguez, Principal: monitors data from monthly assessments.
Barbara Alfaro- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations.
Emily Falcon- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations
Aubrey Davis- Assistant Principal: monitor and analyze data from monthly assessments. Conducts classroom visitations
Denise Formoso- Reading Liaison: analyzes data, facilitates professional development. Suggests strategies and resources. Does push-in tutoring
Ilene Martinez-EESAC Chair: Ensures implementation of SIP core subject goals and strategies, analyzes data, suggests strategies.
Barbie Lengomin-ELL Interventions: analyzes data, suggests strategies, and ensures fidelity of ELL programs.
Mionsha Gay, Media Specialist: Suggests literacy strategies and resources.
Christopher Rambo- UTD Steward: makes certain there are no violations of the UTD contract.

Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

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

The major initiatives this year for the LLT will include adjusting the District Pacing Guides to the Next Generation Sunshine State Standards and the Core Curriculum Standards to develop a stronger school wide vocabulary program as well as increase the student's use of Informational Text/ Research Process strategies. Additionally, the LLT will develop and implement an updated school wide writing plan. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/10/2012)

*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.

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Marjory Stoneman Douglas Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. PreK and Kindergarten teachers take part in vertical articulation.
The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.
To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. Additionally, families of newly registered Kindergarten students will receive information via the school's website and a Title I sponsored parent informational meeting as to what the learning goals and objectives are for incoming Kindergarten students. Parents are given the opportunity to arrange a school tour by visiting the school's website or Facebook page.
Finally, at the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Kindergarten Orientation takes place towards the end of the school year. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

*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.

NA

*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?

NA

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?

NA

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT2.0 Reading assessment indicate that 24% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (134)	26% (147)

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	TThe area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application and Reporting Category 3: Literary Analysis The area of deficiency in 4th grade as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis. The area of deficiency in 5th grade as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary	Use grade-level appropriate texts that include identifiable author's purpose, informing, telling a story, Main idea may be stated or implied Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Teach students to identify and interpret elements of story structure within a text. Help students understand character development. Practice identifying descriptive and figurative language. Use text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information. Use variety of activities working with sets of words that are semantically related. More practice with prefixes, suffixes, root words, synonyms, and antonyms. Useful instructional strategies include: • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different	Administration LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results. SUMMATIVE: 2012 FCAT results.

		levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities.			
2	The areas which continues to demonstrate little or no changes in the average percent correct was Reporting Category 3: Literary Analysis	Help students understand character development, character point of view. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	Administration LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT2.0 Reading assessment indicate that 37% of students scored at or above Achievement Levels 4 and 5 in reading. Our goal for the 2012-2013 school year is to increase the percentage of students scored at or above Achievement Levels 4 and 5 in reading by 1 percentage point to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (211	38%(215)

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

1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 4: Informational Text/Research Process. Students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.	Administration Literacy Leadership Team	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT2.0 Reading assessment indicate that 77% of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in reading by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (295)	82% (314)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 3: Literary Analysis	Help students understand character development, character point of view. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	Administration LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that ¬¬79% of the Lowest 25%tile students made learning gains. Our goal for the 2012-2013 school year is to increase the Lowest 25%students achieving learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (78)	84% (83)

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
	Following a data analysis	Help students understand	Administration	Following the FCIM	FORMATIVE: In-

| 1 | of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 3: Literary Analysis | character development, character point of view. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information. | Literacy Leadership Team | model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment. | house assessments, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

SUMMATIVE: 2013 FCAT 2.0 results. |

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Reading Goal # text box:
Following a data analysis of the AMO SIP Targets, our goal is to increase the proportion of students scoring at levels 3 and above thereby reducing the proportion of students scoring at levels 1 and 2 by 50% over six years using the

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	66%	69%	73%	75%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that ¬59% of the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 14 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% (10) Black: NA Hispanic:62% (337) Asian: NA American Indian: NA	White: 73% (12) Black: NA Hispanic:66% (358) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 2: Reading Application-Identify and understand main idea/message, relevant details, chronological order, conclusions/inferences, cause and effect.	Instructors should use grade level appropriate texts that include main idea which may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	Administrators LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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 indicat that 44% of the English Language Learner subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 8 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (69	52% (81)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 1: Vocabulary	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words by focusing on key vocabulary, word banks/vocabulary notebooks and using heritage language dictionaries.	Administrators LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmake and/or Reading Plus, Ellis Learning District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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 indicat that 22% of the Students with Disabilities subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 10 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (15)	32% (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
1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 2: Reading Application-Identify and understand main idea/message, relevant details, chronological order,	Instructors should use grade level appropriate texts that include main idea which may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such	Administration LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmake and/or Reading Plus, Ellis Learning District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN)

					SUMMATIVE: 2013 FCAT 2.0 results
conclusions/inferences, cause and effect	as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 57% of the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 6 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (254)	63% (281)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 Expected Improvements for SIP Goal chart, the reporting category and content focus that is in need of improvement is Reporting Category 2: Reading Application- Identify and understand main idea/message, relevant details, chronological order, conclusions/inferences, cause and effect.	Instructors should use grade level appropriate texts that include main idea which may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.	Administration LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 FCAT 2.0 results.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Gr. K-5 Reading Special Area	Reading Liaison	School-Wide	September 2012-Ongoing	FAIR Data Reports, School Based Benchmark Assessments Results & District Interim Assessments Results	Administrators Literacy Leadership Team
					FAIR Data Reports,	

Successmaker/Voyager	Gr. K-5 Reading Special Area Tutors	Reading Liaison	Reading Teachers/ Tutors	September 2012-Ongoing	School Based Benchmark Assessments Results & District Interim Assessments Results	Administrators Reading Liaison
SRA	Gr. K-5 SWD	Reading Liaison	Reading Teachers/ Tutors	September 2012-Ongoing	SRA Data Reports, School Based Benchmark Assessments Results & District Interim Assessments Results	Administrators RtI Team
MTSS/RtI	Gr. K-5 Reading	MTSS/RtI Team	School-Wide	October 2012-Ongoing	Fluid Intervention Rosters, Edusoft Custom Group Data Reports	Administrators RtI Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Tutoring	EESAC Funds	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Reading Goal

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:	Results of the 2011-2012 CELLA indicate that 49% are proficient in Listening/Speaking. Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points.
2012 Current Percent of Students Proficient in listening/speaking:	
49% (214)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2011-2012 CELLA results, the students need to increase their score in the Listening/ Speaking category.	Using the Language Experience Approach (LEA) teachers will have students produce language in response to first hand, multi sensorial experiences by using the 8-Step LEA approach in the classroom.	Administration ELL Coordinator LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment	FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 CELLA results.

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:	Results of the 2011-2012 CELLA indicate that 29% are proficient in Reading. Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points.
2012 Current Percent of Students Proficient in reading:	
29% (126)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 CELLA results, the students need to increase their score in the Reading category	Emphasizing key vocabulary along with providing sufficient review and reinforcement of current vocabulary. In addition, strategies such as checking for synonyms, antonyms, as well as other context clues for word meanings.	Administration ELL Coordinator LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 CELLA results.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	Results of the 2011-2012 CELLA indicate that 35% are proficient in Writing.

| | CELLA Goal #3: | | Our goal for 2012-2013 is to increase the number of proficient students by 2 percentage points. |

2012 Current Percent of Students Proficient in writing:

31% (134)

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a data analysis of the 2012-2013 CELLA results, the students need to increase their score in the Writing category	Writing prompts may will be used effectively by the teacher of ELLs to give students ideas that will motivate them into the process of writing. This in turn will allow students to see writing as an ongoing process involving several steps such as: planning, drafting, revising, editing, and publishing.	Administration ELL Coordinator LLT	Following the FCIM model, the reading liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	FORMATIVE: In-house assessments, reports generated from Successmaker and/or Reading Plus, Ellis Learning, District Interim Assessments, FAIR/Progress Monitoring Reporting Network (PMRN) SUMMATIVE: 2013 CELLA results.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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 27% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 2 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (153)	29% (165)

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 Grade 3 students was Reporting Category 2- Number: Fractions	Develop understanding of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence: represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	Administrators	Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.
2	According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 4 students was Reporting Category 3- Geometry and Measurement.	Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.	Administrators	Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.
3	According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for Grade 5 students was Reporting Category 3- Geometry and Measurement.	Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.	Administrators	Following the FCIM model, Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT2.0 Mathematics assessment indicate that 43% of students scored at or above Achievement Levels 4 and 5 in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students scored at or above Achievement Levels 4 and 5 in mathematics by 1 percentage point to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (246)	44% (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	According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students achieving Levels 4 and 5 in Mathematics was Reporting Category 3- Geometry and Measurement.	Engage students in activities to use technology (such as Gizmos, Riverdeep, Successmaker or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Min Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.
2	According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students achieving Levels 4 and 5 in Mathematics was Reporting Category 1- Number Operations	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based	SUMMATIVE: In-house assessments, chapter tests, Min Bats, District Interim Assessments FORMATIVE:

				on needs assessment.	Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT2.0 Mathematics assessment indicate that 83% of students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in mathematics by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (319)	88% (338)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 4 making learning gains in mathematics was Reporting Category 1- Number Operations & Problems.</td><td>Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</td><td>Administrators</td><td>Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</td><td>SUMMATIVE: In-house assessments, chapter tests, Min Bats, District Interim Assessments

FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.</td></tr>
<tr><td></td><td>According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of</td><td>Provide grade-level appropriate activities that promote the use geometric knowledge and</td><td>Administrators</td><td>Administration, along with the Mathematics Liaison and teachers will review assessment data weekly</td><td>SUMMATIVE: In-house assessments, chapter tests, Min</td></tr>
</table>

				and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	Bats, District Interim Assessments
2	greatest difficulty for students in Grade 5 making learning gains in mathematics was Reporting Category 3- Geometry & Measurement.	spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area.			FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

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

<table>
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<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 68% of the Lowest 25%tile students made learning gains. Our goal for the 2012-2013 school year is to increase the Lowest 25%students achieving learning gains by 5 percentage points to ¬73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (67)	73% (72)

<table>
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<tr><td>1</td><td>According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for the percentage of lowest 25%tile students making learning gains in mathematics was Reporting Category 2- Expressions, Equations & Stat.</td><td>Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of</td><td>Administrators</td><td>Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.</td><td>SUMMATIVE: In-house assessments, chapter tests, Min Bats, District Interim Assessments

FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics</td></tr>
</table>

		fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems via differentiated instruction and afterschool tutoring.			assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Following a data analysis of the AMO SIP Targets, our goal is to increase the proportion of students scoring at levels 3 and above thereby reducing the proportion of students scoring at levels 1 and 2 by 50% over six years using the

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 mathematics. Mathematics Goal #5B:	2011-2012 FCAT 2.0 Mathematics Test indicate that -71% of the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student performance by 4 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 82% (14) Black: NA Hispanic: 71% (387) Asian: NA American Indian: NA	White: 84% (14) Black: NA Hispanic: 75% (409) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for the percentage of Hispanic students making satisfactory in mathematics was Reporting Category 2 Number: Fractions	Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use models to represent division; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 61% of the English Language Learner subgroup achieved proficiency.

Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase student performance by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (96)	66% (104)

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 the percentage of ELL students making satisfactory in mathematics was Reporting Category 2 Number: Fractions	Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use models to represent division; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% of the students in the Students with Disabilities subgroup made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (21)	43% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for the percentage of Students with Disabilities making satisfactory in mathematics was Reporting Category 2 Number: Fractions	Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use models to represent division; determine factors and multiples; relate fractions to decimals and percent.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Mini Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 67% of the students in the Economically Disadvantaged subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the students in the Economically Disadvantaged subgroup achieving learning gains by 6 percentage points to ¬73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (299)	73% (326)

	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 the percentage of Economically Disadvantaged students making satisfactory in mathematics was Reporting Category 2 Number: Fractions.	Develop an understanding between fractions and decimals; develop quick recall of multiplication facts and related division; use and represent numbers through millions in various contexts; use models to represent division; determine and generate equivalent fractions and simplifies fractions.	Administrators	Administration, along with the Mathematics Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data biweekly and make recommendations based on needs assessment.	SUMMATIVE: In-house assessments, chapter tests, Min Bats, District Interim Assessments FORMATIVE: Results from the 2013 FCAT 2.0 Mathematics assessment.

End of Elementary School Mathematics Goal

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4A.1. Develop an understanding of and fluency with division of whole numbers via differentiated instruction and after school tutoring.	Hourly tutoring	EESAC Funds	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	OThe results of the 2012 FCAT 2.0 Science assessment indicate that 38% (66) of 5th Grade students achieved proficiency (FCAT Level 3). The goal for the 2012 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 2 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (66)	40% (71)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas where students experience the most difficulty are in Reporting Category 2: Earth and Space Science. Students lack the knowledge and the ability to apply their thinking using the Scientific process.	The Science Liaison along with the teachers will provide activities for students which increase scientific thinking, that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in the area of Earth and Space Science.	Administrators MTSS/RtI	Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress towards the goal. Adjustments to instructional focus will be made as needed	FORMATIVE: School based assessment and District Baseline and Interim assessments SUMMATIVE: 2013 FCAT 2.0 Science assessment results.
2	Time restraints in creating weekly 45-60 minute dedicated science inquiry block.	School administrators will coordinate the master schedule to as to provide a weekly 45-60 minute uninterrupted block dedicated solely to hands-on/inquiry based investigations that support and elicit opportunities for work in the area of Earth/Space Science.	Administrators MTSS/RtI	Teachers will guide students in maintaining a scientific process log/lab portfolio. Logs will be reviewed consistently by Science Teachers and Administrative Team.	FORMATIVE: School based assessment and District Baseline and Interim assessments SUMMATIVE: 2013 FCAT 2.0 Science assessment results.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	FCAT 2.0 Science assessment indicate that 22% (38) of 5th Grade students achieved above proficiency (FCAT Levels 4 and 5). The goal for the 2012 FCAT 2.0 Science assessment is to increase 5th Grade students achieving above proficiency (FCAT Levels 4 and 5) by 1 percentage points to 23%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
22% (38)	23% (40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require the students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting category 2: Earth/Space Science. Students need additional support to develop independent projects.	The Science Liaison along with the RtI Team will identify 4th grade students who scored a Level 4 or 5 on the 2012 FCAT 2.0 Mathematics Test, group these students, and coordinate enrichment activities using "Gizmos" that will foster further inquiry and critical thinking in the area of Earth/Space Science on a weekly basis.	Administrators	Student progress will be tracked via Custom Group Reports generated via Edusoft.	FORMATIVE: In-house assessments, District Interim Assessments, Lab reports SUMMATIVE: 2013 FCAT 2.0 Science assessment results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		NA			

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	Grades 3-5 Science	Trainer, District Center for Professional Learning	Science Teachers	September 2012 and ongoing	Classroom Walk-throughs Teacher Observations	Administrators
Professional Learning Communities in Science	Grades 3-5 Science	School Science Liaison	Grade Level Chairs Science Teachers	September 2012 and ongoing	PLC logs Meeting Agendas	Administrators
Science Fair	Grades 3-5 Science	School Science Liaison	Science Teachers	January 23, 2013	Student Participation	Administrators
Developing Earth/Space Science Hands-on/Science Inquiry lessons	Grades 3-5 Science	Trainer, District Center for Professional Learning	Grade Level Chairs Science Teachers	September 2012 and ongoing	Classroom Walk-throughs Teacher Observations	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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 indicate that 80% of students scored level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 3.0 or higher to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (168)	82% (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	During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in narrative writing. Students lack the necessary tools to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.	Students will be exposed to the writing process from the time they enter the school. Students will be exposed to mentor text, explicit instruction and independent practice. Encourage students to write a narrative that includes a main idea and characters by using graphic organizers/strategies e.g., linear graphic organizers, deleting extraneous or repetitive information to maintain focus on one main idea, correctly spelling approximations using class resources, substituting an effective ending appropriate to audience and purpose by asking the reader a question,	Administrators LLT	Teachers will meet with to review and score student writing samples on a monthly basis.	FORMATIVE: FCAT Writing Rubric, monthly writing assessments, District Pre and post Tests SUMMATIVE: 2013 FCAT Writing Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		offer advice, make a prediction, or they can use, looking for complete sentences with correct capitalization including proper nouns, names and the pronoun I and ending punctuation including periods, question marks and exclamation points,timelines and storyboards that focus on one main event.			
2	Students lack the necessary tools to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.	The MTSS/RtI and Literacy Leadership Teams will identify students demonstrating deficiencies in the area of support and elaboration and will meet with teachers to develop differentiated lessons for the small group explicit teaching of the revision and editing process.	Administrators LLT	Teachers will instruct students in the revision and editing process as evidenced in lesson plans which will be consistently reviewed by the administrators and the Reading liaison.	FORMATIVE: FCAT Writing Rubric, monthly writing assessments, District Pre and post Tests SUMMATIVE: 2013 FCAT Writing Test
3	Students lack the necessary tools to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.	Teachers will Introduce students to self-editing rubrics so that they can assess and monitor their narrative and expository writing skills through the use of Writing Portfolios.	Administrators LLT	Students will use the writing rubric to make revisions and self-edit; Grade level teams will consistently meet to review writing samples	FORMATIVE: FCAT Writing Rubric, monthly writing assessments, District Pre and post Tests SUMMATIVE: 2013 FCAT Writing Test

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards & The Writing Process (NGSSS)	Gr. K-5 Reading Special Area	Reading Liaison	School-Wide	August 2012 & Ongoing	School Based Writing Assessments Results & District Pre/Post Assessment Results	Administrators Reading Liaison
RtI	Gr. K-5 Reading	RtI Team	School-Wide	October 2012 & Ongoing	Fluid Intervention Rosters, School Based Writing Assessments Results & District Pre/Post Assessment Results	Administrators RtI Team
Differentiated Instruction	Gr. K-5 Reading Special Area	Reading Liaison	School-Wide	September 2012 & Ongoing	School Based Writing Assessments Results & District Pre/Post Assessment Results	Administrators Reading Liaison Literacy Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-13 school year is to increase our average attendance rate from 96.51% to 97.01% by decreasing the number of students with excessive absences & tardies (10 or more), and creating a climate in our school that is welcoming to all parents and students. In addition our goal for this year is to decrease the number of students with excessive absences (10 or

			more) and excessive tardiness (10 or more) by 5%.		

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.51% (1111)	97.01% (1117)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
256	243
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
272	258

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	Parents unaware of the District's attendance policy.	The school's Counselors and CIS will place phone calls to the parents of students who accrue 5 unexcused absences or more and will identify and refer these students to the ARC (Attendance Review Committee). Classes will be challenged by Administration to have the most days of perfect attendance per month. Dade Partner Liaison will solicit incentives and rewards for those students with perfect attendance.	Administrators, Community Involvement Specialist (CIS), Attendance Review Committee, Counselors, PSTO	Administrators will review Attendance Response Log as well as CIS and Counselor logs on bi-weekly basis.	School daily attendance roster, COGNOS Reports, District Truancy Referrals Report
2	Parents unaware of the District's attendance policy in reference to tardiness.	The school's CIS will speak at monthly workshops for parents to review school policies, which include the district's attendance policy, and to introduce families to agencies such as the in-house Health Connect Clinic and Florida KidCare.	Administrators, Community Involvement Specialist (CIS)	Administrators will review CIS Logs, Sign-In Sheets, and Agendas on a monthly basis.	School daily attendance roster, COGNOS Reports District Truancy Referrals 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
Attendance Reporting Procedures	K-5 Special Area	Attendance Review Committee & CIS	All Teachers	Teacher Planning Days: August 16, 2012 November 6, 2012 February 6, 2013	School administrators will monitor attendance reports to ensure that all procedures are being followed.	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
14	13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	13

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of indoor and outdoor suspensions has decreased from 18 total suspensions in 2010-2011 to 14 total suspensions in 2011-2012. This is a decrease of 4 total suspensions. Student lack of familiarity of the Student Code of Conduct continues to affect the number of school suspensions.	Utilize the Student Code of Conduct by providing incentives through the use of the SPOT Success Recognition program.	Administrators	Monitor SPOT Success report by grade level and COGNOS report on student outdoor suspension rate.	Participation log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
2	Students not aware of repercussions for unacceptable behaviors.	Group/individual counseling program for at-risk students	Administrators Counselors	Monitor parent contact log for evidences of communication with parents of students who have been placed on suspension.	Participation log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
			$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.*	Title I - Please see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Title I	Title I
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:	At Marjory Stoneman Douglas Elementary School, the following STEM programs are currently in place: Science Fair in all grade levels Explore Learning Gizmos Discovery Education Waterford Early learning FCAT Explorer. Our goal is to increase the number of students using computers on a weekly basis.

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
	Limited computer stations and site licenses.	Provide hands-on elementary inquiry based learning	Administrators	Computer logs	Computer generated reports,

1		experiences, encourage integration of mathematics, science and literacy and emphasize innovative laboratory experiences.			participation logs.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	Grades 3-5 Math and Science	Patti Cruz-Lopez (PLC Leader) Discovery Education Company facilitator	ALL Math and Science Teachers	September 2012 ongoing	Sign in sheets, Professional Development registration forms	Administrators PD Liaison
GIZMOS Training	Grades 3-5 Math and Science	District Personnel-Mario Junto	ALL Math and Science Teachers	September 2012 ongoing	Sign in sheets, Professional Development registration forms	Administrators PD Liaison

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
			$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	Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Tutoring	EESAC Funds	$3,000.00
CELLA				$0.00
Mathematics	4A.1. Develop an understanding of and fluency with division of whole numbers via differentiated instruction and after school tutoring.	Hourly tutoring	EESAC Funds	$2,000.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
STEM				$0.00
				Subtotal: $5,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
STEM				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
STEM				$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CELLA				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
STEM				$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ꙙ Priority | ꙙ Focus | ꙙ Prevent | ꙙ NA |

Are you a reward school: ꙙ Yes ꙙ 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
FCAT Incentives	$1,000.00
Grade Level Curriculum Initiatives	$2,000.00
Hourly Teachers/tutors	$5,000.00

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

School Advisory Council (EESAC) will meet on a regular basis to develop, revise and monitor the progress of School Improvement Plan goals. In addition, the council will determine the most appropriate use of SAC funds to support the School Improvement Plan goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MARJORY STONEMAN DOUGLAS ELEM
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	88%	87%	64%	321	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%	75%			142	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?	65% (YES)	76% (YES)			141	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					604	
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
MARJORY STONEMAN DOUGLAS ELEM
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	85%	90%	66%	325	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	76%	69%			145	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?	69% (YES)	61% (YES)			130	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					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested