

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CHRISTINA M. EVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Lidia M. Gonzalez

SAC Chair: Craig Walker

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 24, 2010

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
Assis Principal	Wilfredo A. Diaz	BS – Elementary Education, Florida International University; Master of Science – Educational Leadership, Nova Southeastern University; Other certifications: Elementary Education and ESOL	1	1	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 82 94 90 81 76 High Standards Math 81 95 87 78 77 Lrng Gains-Rdg. 69 77 77 73 71 Lrng Gains-Math 62 74 77 57 79 Gains-Rdg-25% 52 77 72 65 77 Gains-Math-25% 61 88 76 55 73
		BS – Elementary Education, Florida International University; Master of			

Principal	Lidia M. Gonzalez	Science – Elementary Education, Florida International University; Certification – Educational Leadership, Nova Southeastern University; Other certifications: Elementary Education, ESOL and Gifted	3	14	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 82 92 97 82 84 High Standards Math 81 94 96 76 81 Lrng Gains-Rdg. 69 71 78 74 73 Lrng Gains-Math 62 77 68 72 74 Gains-Rdg-25% 52 70 79 63 57 Gains-Math-25% 61 76 63 64 71
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

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. Increase number of teachers with Clinical Supervision	Principal	On-going	
2	2. Offer Professional Development on the latest Research-Based Strategies in the core subjects	Reading Liaison, Math Liaison, Science Liaison, Writing Liaison, and P. D. Liaison	On-going	
3	3. Provide opportunities for teachers to share Best Practices	Reading Liaison, Math Liaison, Science Liaison, and Writing Liaison	On-going	
4	4. Update teachers on the latest State and District mandates as they relate to instruction and assessment	Principal, Assistant Principal, Reading Liaison, Math Liaison, Science Liaison, and Writing Liaison	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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
46	0.0%(0)	17.4%(8)	47.8%(22)	34.8%(16)	34.8%(16)	89.1%(41)	13.0%(6)	15.2%(7)	89.1%(41)

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
N/A	N/A	N/A	N/A

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: The Principal and The Assistant Principal ensure the vision and mission is aligned with school and district initiatives, set purpose for the use of data to make decisions regarding RtI, maintain stakeholders informed of current RtI implementation plans and of documentations supporting progress toward goals, monitor the fidelity of interventions implemented by the school-based team, and provide on-going staff development based on data trends compiled from student performance indicators.

Reading Liaison: The Reading Liaison assists in the data collection, provides professional developments related to Reading and Language Arts strategies, keeps the administration and staff abreast of any new effective Reading strategies and/or requirements disseminated from the state and/or district, and assists with the design and implementation for progress monitoring of students considered "at risk".

Mathematics and Science Liaison: The Mathematics and Science Liaisons provide professional developments related to Mathematics and Science strategies, and keep the administration and staff abreast of any new effective Mathematics and Science strategies and/or requirements disseminated from the state and/or district.

Grade Level Chairpersons: Grade-level chairpersons share information with grade-level teams, concerning student performance data compiled from their respective grade levels, report on core curriculum practices, and the efficiency of interventions.

English Language Learner Teacher: At Christina M. Eve Elementary all ELL teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Education Teacher: At Christina M. Eve Elementary all Special Education Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Student Services Personnel: The Christina M. Eve Elementary Student Services Team provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the school and families in order 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?

The team meets quarterly after each State or District mandated assessment and focuses on the following:

- Reviews and interprets assessment data to drive instructional decisions
- Reviews data to identify students at moderate and high risk
- Implements progress monitoring assessments
- Establishes professional developments which enhance instruction that meets specific targeted deficient benchmarks
- Shares effective instructional practices

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 met with the principal to assist in the development of the SIP. Data was gathered for the deficient academic areas and specific clusters, and instructional expectations were addressed.

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.

At Christina M. Eve Elementary the Continuous Improvement Model is used to meet the individual needs of the students. The following assessments are used to monitor student progress:

- Baseline data: Florida Comprehensive Assessment Test (FCAT 2.0) from the previous year for Reading and Math; Baseline Assessment for Reading, Math, and Science; Florida Assessments for Instruction in Reading (FAIR) Assessment 1 (AP1); District Writing Test (Pre-Test); and STAR Test for Reading.
- Progress Monitoring: Fall Interim Assessments for Reading, Math, and Science; STAR Test for Reading.
- Midyear: Winter Interim Assessments for Reading, Math, and Science; FAIR (AP2); STAR for Reading; Writing Mid-Year Assessment.
- End of year: FCAT 2.0, District Writing Test (Post-Test), FAIR (AP3), Baseline Post-Test Assessment for Reading, Math, and Science;

Describe the plan to train staff on MTSS.

Professional Developments will be provided at the beginning of the school year and during teachers' common planning times throughout the school year. The RtI team will also establish additional PD sessions according to analyzed data.

Describe the plan to support MTSS.

Through formal data chats between the administration and the grade level teams, the students at risk are identified and appropriate interventions are determined.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal/Assistant Principal: Mrs. Lidia M. Gonzalez and Mr. Wilfredo A. Diaz ensure the vision and mission is aligned with school and district Literacy initiatives.
Reading Liaison: Ms. Adamary Olivera disseminates State and District Reading information and coordinates school-wide Literacy events.
Media Specialist: Ms. Maria Medellin-Reyes coordinates school-wide Literacy events.
Grade Level Chairpersons: Grade level chairpersons share information with grade-level team on school-wide Literacy initiatives.

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

The team meets quarterly and focuses on the following school-wide Literacy events:

- School-wide Accelerated Reader (AR) Initiative
- Fall and Spring Book Fairs
- Reading Under the Stars Family Night
- Quarterly AR Celebrations
- District Literacy Week Activities
- Dr. Seuss' Birthday Celebration
- Battle of the Books
- Barnes & Noble Family Night

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

At Christina M. Eve Elementary, the LLT will focus on increasing student participation in the Accelerated Reader Program through the AR student celebration incentives. To promote Reading Awareness, Christina M. Eve Elementary will encourage student, parent, and staff participation in school-wide Reading events; such as, Reading Under the Stars, Book Fairs, and Barnes & Noble Family Night.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 23% 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 3 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (80)	26% (89)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text and Research Process. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.	Using real-world documents such as, how-to articles, brochures, fliers, magazines, and websites which include text features to locate interpret and organize information	MTSS Leadership Team	Ongoing classroom assessments, focusing on student knowledge of Informational Text/ Research Process. Analyze data quarterly and adjust strategies as needed to ensure effectiveness.	Formative: Classroom assessments, Baseline Pre and Post Tests and Interim Assessments, Informal observations, and student work samples utilizing a rubric Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 56% of students achieved proficiency (level 4 & 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 4 & 5) by 1 percentage point to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (190)	57% (194)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Informational Text/ Research Process. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.	Using real-world documents such as, how-to articles, brochures, fliers, magazines, and websites which include text features to locate, interpret and organize information. Students will create their own brochures, flyers, and storybooks to demonstrate use of text feature.	MTSS Leadership Team	Ongoing classroom assessments, focusing on student knowledge of Informational Text/ Research Process. Analyze data and adjust strategies as needed to ensure effectiveness.	Formative: Classroom assessments, Baseline Pre and Post Tests and Interim Assessments, Informal observations, and student work samples utilizing a rubric Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment
2					
3					

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Administration indicate that 69 % of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (153)	74% (164)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the Administration of the 2012 FCAT 2.0 Reading Test, the percent of students making learning gains decreased by 2 percentage point from the 2011 FCAT Reading Administration. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.	The second floor computer lab will be used for the intermediate grades during the 2012-2013 school year. This will allow more time for each student on the computer for the use of Reading Programs, such as SuccessMaker, Reading Plus, Achieve 3000, and FCAT Explorer	MTSS Leadership Team	Review SuccessMaker and Reading Plus reports to ensure students are making adequate progress.	Formative: SuccessMaker and Reading Plus reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 52% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase 10 percentage points to 62% in the lowest 25% achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (22)	62% (26)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the number of students making learning gains in the lowest 25% decreased by 18 percentage points from the 2011 FCAT Reading administration. Students demonstrated difficulty in reading and analyzing information given and in locating the result within the text.	Implement tutoring three days a week after school, using SuccessMaker.	MTSS Leadership Team	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker and Reading Plus reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
5A :		<input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	84%	86%	87%	89%	

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.
Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.
Reading Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/Writing CCSS for 2nd and 3rd	2/3	Adamary Olivera, Eunice Rodriguez, Monique Grandio, and Lisa Wemple	2nd and 3rd teachers	Beginning in November: Wednesdays 2: 15-3: 45	Follow-up Assignment/Classroom Observation	Administration
Reading/Writing CCSS for K and 1st	K/1	Adamary Olivera and Maggie Gutierrez	K and 1st teachers	Beginning in September: Wednesdays 2: 15-3: 45	Follow-up Assignment/Classroom Observation	Administration
Interventions	K-5	Adamary Olivera	School-wide	November 6, 2012	Observation/Student Monitoring	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader Books and Tests	Computer-based tests for specific reading books.	CME EESAC Funds	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Our goal for the 2012-2013 school year is to increase the percent of students proficient in the listening and speaking component of the CELLA by 1% point from 53% to 54%.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
53% (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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Application. The students demonstrated difficulty in reading and analyzing information given and in locating the result within the text due to insufficient vocabulary development.	Think Alouds	ESOL Department Chair	Observation of oral discussions. Review SuccessMaker and ELLIS reports to ensure students are making adequate progress.	Formative: SuccessMaker reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 CELLA

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:

Our goal for the 2012-2013 school year is to increase the percent of students proficient in reading and understanding written English by 1% point from 34% to 35%.

2012 Current Percent of Students Proficient in reading:

34% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Vocabulary. The students demonstrated difficulty in using meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words due to lack of basic language acquisition.	Focus on Key Vocabulary	ESOL Department Chair	Review SuccessMaker and ELLIS reports to ensure students are making adequate progress.	Formative: SuccessMaker reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, FCAT 2.0, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal for the 2012-2013 school year is to increase the percent of students writing proficiently in English by 1% point from 35% to 36%.

2012 Current Percent of Students Proficient in writing:

35% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Writing in Reading Application. The students demonstrated difficulty in identifying	Writing prompts and through the use of modeling.	ESOL Department Chair	Review SuccessMaker and ELLIS reports to ensure students are making adequate progress.	Formative: SuccessMaker reports, classroom assessments, Baseline Pre and Post Tests and Interim

1	cause and effect relationships in the text due to lack of basic language acquisition.			Assessments, informal observations, FCAT 2.0, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 CELLA Assessment
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 29% 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 5 percentage point to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (100)	34% (116)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for 5th grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number and Operations. The students demonstrated difficulty in developing an understanding of decimals, including the connection between fractions and decimals due to insufficient math computation skills.	To develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.	MTSS Leadership Team	Review SuccessMaker and FCAT Explorer reports to ensure students are making adequate progress.	Formative: SuccessMaker and FCAT Explorer reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, FCAT 2.0, and student work samples. Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 51% of students achieved proficiency (level 4 & 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 4 & 5) by 2 percentage point to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (173)	53% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number and Operations. The students demonstrated difficulty in developing an understanding of decimals, including the connection between fractions and decimals due to a lack of foundation in subject pre-requisites.	To develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; to determine factors and multiples; to relate fractions to decimals and percents; and to generate equivalent fractions and simplify fractions.	MTSS Leadership Team	Review SuccessMaker and FCAT Explorer reports to ensure students are making adequate progress.	Formative: SuccessMaker and FCAT Explorer reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, FCAT 2.0, and student work samples. Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Administration indicate that 62 % of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (138)	67% (149)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Number and Operations. The students demonstrated difficulty in developing an understanding of decimals, including the connection between fractions and decimals due to a lack of foundation in subject pre-requisites.	To develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; to determine factors and multiples; to relate fractions to decimals and percents; and to generate equivalent fractions and simplify fractions.	MTSS Leadership Team	Review SuccessMaker and FCAT Explorer reports to ensure students are making adequate progress.	Formative: SuccessMaker and FCAT Explorer reports, classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, FCAT 2.0, and student work samples Summative: Results from the 2012-2013 FCAT 2.0 Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 61% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase 5 percentage points to 66% in the lowest 25% achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (27)	66% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Expressions, Equations and Statistics due to insufficient prior knowledge and the practical use of manipulatives.	Provide student with the opportunity to use patterns and manipulatives to write and solve algebraic equations with responses in complete sentences.	MTSS Leadership Team	Conduct Grade level Meetings to plan effective lessons that will incorporate the use of manipulatives. Review weekly assessments to ensure that learning is taking place.	Formative: Interim Assessments, student samples, teacher-made assessments. Summative: Results from the 2012-2013 FCAT 2.0 Mathematics 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 #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	85%	87%	88%	89%	91%	<input type="text"/>

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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.				
Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics CCSS	K-5	Administration/ Math Liaison	School-wide	August 16, 2012	Observations of the use of the Common Core Standards in Lesson Plans and in Common Planning Sessions	Administration/Grade Level Chairs

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results from the 2011-2012 FCAT 2.0 Science Test indicate that 44% of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring a Level 3 by 2 percentage points from 44% to 46%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
44% (54)		46% (58)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The 5th grade Science Curriculum has been replaced with the P-SELL curriculum designated by UM and M-DCPS.</p> <p>This will be a challenge for instruction and planning as the P-SELL curriculum is more hands-on.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Earth/Space Science due to limited mastery of subject content in this area.</p>	<p>Teachers must be assured that they are following the P-SELL Pacing Guide and utilizing the item specifications aligned to the CRRP in order to ensure adequate benchmark focus.</p> <p>Teachers will be provided support through P-SELL program coordinators.</p> <p>Intensive focus must be placed on hands-on experiments to be performed with each lesson.</p>	MTSS leadership Team	<p>Classroom observations by administration. MTSS Team will schedule Data Analysis Meetings to review specific data as it becomes available.</p> <p>P-SELL school site support will observe the effectiveness of strategies being implemented in the classroom.</p>	<p>Formative: Classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, and student work samples utilizing a rubric.</p> <p>Summative: Results from the 2012-2013 FCAT 2.0 Science Assessment.</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	
Science Goal #1b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results from the 2011-2012 FCAT 2.0 Science Test indicate that 16% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a Level 4 and 5 by 1percentage points from 16% to17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(20)	17% (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	The 5th grade Science Curriculum has been replaced with the P-SELL curriculum designated by UM and M-DCPS. Lack of Science Vocabulary development in the primary grades is the anticipated barrier.	Teachers must be assured that they are following the P-SELL Pacing Guide and utilizing the item specifications to ensure adequate benchmark focus. Students will participate in Project Based Learning and Higher Order Thinking activities through a Hands-On approach	MTSS Leadership Team	Classroom observations by administration. RtI Team will schedule Data Analysis Meetings to review specific data as it becomes available.	Formative: Classroom assessments, Baseline Pre and Post Tests and Interim Assessments, informal observations, and student work samples utilizing a rubric. Summative: Results from the 2012-2013 FCAT 2.0 Science Assessment

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P-SELL Science Curriculum	5th Grade	University of Miami	5th Grade Science Teachers	August 6, 2012, January 2013 and May 2013	Observation of the use of P-SELL materials and strategies	Administration/U of M Facilitators

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicate that 94% of the students achieved a Level 3 or higher proficiency. Our goal for the 2012-2013 school year is to maintain Level 3 or higher proficiency at 94%..
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% (101)	94%(102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT Writing Test was a lack of organization and sentence variety due to insufficient alignment with the writing curriculum in the primary grades.	Develop a writing plan that includes creating a Writer's Notebook centered on the writing process. During writing instruction students will utilize mentor text to analyze the writers craft and organize details to develop sentences that will enhance the clarity of the piece. Teacher/Student conferencing during process of completing a writing sample.	MTSS Leadership Team	Administer and score students writing prompts to monitor student progress and adjust focus as needed.	Formative: Student work samples and scores on District Writing Assessments. Summative: 2013 FCAT Writing Assessment
2					

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/Writing CCSS for K and 1st	K/1	Magaly Gutierrez/ Adamary Olivera	K and 1st teachers	Beginning in September: Wednesdays 2:15-3:45	Follow-up Assignment/Classroom Observation	Administration/Writing Liaison
Reading/Writing CCSS for 2nd and 3rd	2/3	Eunice Rodriguez/ Adamary Olivera	2nd and 3rd teachers	Beginning in November: Wednesdays 2:15-3:45	Follow-up Assignment/Classroom Observation	Administration/Writing Liaison

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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 2012-2013 year is to maintain our attendance at 97 % or higher. Our goal this year is to decrease the number of students with excessive absences from 94 to 89 and the number of students with excessive tardies from 181 to 172.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.4% (680)	97.4% (680)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
94	89
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
181	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	The change in the arrival time in the mornings continues to cause confusion; therefore, resulting in more students arriving late.	<p>Stress to parents, during our August 16th Orientation and connect-ed reminders, the appropriate times for each grade level to arrive.</p> <p>Having all teachers in morning posts to facilitate arrival in the parking lot.</p> <p>Recruit more volunteers to assist in the implementation of the attendance incentives and celebrations.</p> <p>Continue to implement the Sock Hop Celebrations for students with perfect attendance at the end of each 9 week period.</p>	Counselor, Administration, and Attendance Committee.	Review the monthly attendance reports.	Monthly attendance reports
2	Family trips out of the country to visit family members during school days continue to affect attendance.	<p>Stress to parents, during our August 16th Orientation and connect-ed reminders, appropriate excused absences.</p> <p>Provide parents with school calendar. Also, provide monthly calendar of activities on-line for parents to reference.</p>	Counselor, Administration, and Attendance Committee	Review the monthly attendance reports.	Monthly attendance reports

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
Parent Orientation	K-5	Administration/Counselor	Parents/Guardians	August 16, 2012	Attendance Committee	Administration/Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Understanding of the Code of Student Conduct.	<p>Enforce the utilization of the Student Code of Conduct by providing incentives for compliance through the use of the Elementary SPOT Success Recognition Program, the "Catch You Being Good" Incentive Program, and the "Gator of the Month."</p> <p>The use of progressive discipline on a consistent basis minimizes behavioral concerns that could lead to suspensions.</p> <p>Counselor will strategically schedule behavior intervention sessions with groups of students displaying behavior issues.</p> <p>Administration convenes with appropriate groups/grade levels to discuss appropriate behavior expectations.</p>	Administration and Counselor	<p>Administration, Counselor, and teachers meet periodically to discuss behavior problems and effectiveness of strategies implemented.</p> <p>Review and count SCAMS turned in by teachers.</p>	SCAM Sheets and reports

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

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

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

PLC Meetings by Grade Level	K-5/ Behavior	Administration and Counselor	Administration and Counselor	Monthly Grade Level Meetings on the 2nd Tuesday of the Month	Review the number of SCAMS turned in to the administration	AP and Counselor
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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		During the 2011-2012 school year, approximately 75 % of our parents attended the various Parental Involvement Events sponsored at the school.			
Parent Involvement Goal #1:		Our goal is to maintain the percentage of Parental Involvement in all events at 75 %.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
75			75		
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 are not aware of the academic expectations of their children due to	Offer the parents an FCAT Informational Session.	Administration and the Counselor	Tally Parental Involvement Monthly School and Activity Reports	Parent Attendance Sign-In Sheet

	insufficient communication with their child's teacher				
2	Parents are not aware of information and notices sent home due to lack of follow up on assignments on a daily basis.	Use of Connect-Ed messaging system.	Principal and AP	Collect participation data	Parental Involvement Monthly Activities Report
3	Parents lack the initiative to schedule conferences with their child's teacher to monitor academic progress.	Maintain parental telephone logs and activity reports.	Teachers	Review parent telephone logs	Parental Involvement Monthly Activities 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
FCAT Informational Session	3rd Grade	3rd Grade Teachers	Parents/Guardians	September 6, 2012	Parent Sign-In Sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Our goal for the 2012-2013 school year, is to increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and developing and implementation of inquiry-based activities.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement in assisting the students with the development of their individual Science projects and participating in the exhibition.	Send home clear packets to the parents detailing their role in the development of their child's Science project. Give the students awards and incentives for student and parent participation.	MTSS Leadership Team	Quality/grades of individual student projects, report on number of participants, and Science Process Test Results	Science Process Test Results and Science Interim Assessment Results. Science Fair Competition

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Books and Tests	Computer-based tests for specific reading books.	CME EESAC Funds	\$3,000.00
				Subtotal: \$3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (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
Improve technology throughout the building	\$3,000.00

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District CHRISTINA M. EVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	97%	72%	355	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	77%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	76% (YES)			146	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					649	
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 CHRISTINA M. EVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	96%	97%	69%	359	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	78%	68%			146	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?	79% (YES)	63% (YES)			142	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					647	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested